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ABSTRACT

This guide has been designed for use in specially-focused English-as-a-Second-Language (ESL) classes for illegal aliens seeking amnesty, and can help teachers provide instruction that effectively integrates the development of basic language skills and content area knowledge. The guide presents a content-area-based-curriculum, and provides teaching resource packets that coincide with the content area objectives. Twelve such curriculum/resource packets are included in the guide: 10 correspond to the major U.S. holidays, while 2 other subject packets--"Coming to the U.S.A." and "The Constitution"--are not tied to a particular holiday and can be used at any time. By following this curriculum, students can learn the basic history and civics needed to take the first steps toward citizenship, while developing English language skills. In addition to the instructional materials, this guide discusses strategies and methods of teaching content-based ESL courses, describes specific curriculum objectives, and provides a bibliography of commercially-prepared texts. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

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A Guide to Teaching ESL in Amnesty Preparation Classes

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**A Guide to Teaching ESL
in Amnesty Preparation Classes**

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Sample Resource Packet: "Coming to the U.S.A."

Overview

OVERVIEW

I. Introduction

Over the next several years, over 100,000 residents of New York City will enroll in specially-focused ESL classes as part of their amnesty requirements. For many previously illegal aliens, these classes form a bridge into the adult education system and the community. Students enrolled in these classes will learn basic English language skills in the contexts of U.S. citizenship and history. These contexts serve to ground the students in their new culture and provide a framework for the acquisition and practice of language.

The purpose of this guide is to help teachers provide instruction that effectively integrates the development of basic language skills and content area knowledge. It contains a curriculum of content area objectives, resource packets corresponding to the objectives, teaching strategies and a bibliography.

II. Curriculum and Resource Packets

A. Curriculum

The curriculum is a listing of objectives in 10 broad areas corresponding to the major U.S. holidays: Labor Day, Columbus Day, Election Day, Veterans' Day, Thanksgiving, Martin Luther King's Birthday, Presidents' Week, Memorial Day, Flag Day and Fourth of July. Some of the objectives appear more than once to allow for recycling and review.¹

Objectives in two additional areas, Coming to the U.S.A. and The Constitution, are not tied to a particular holiday and can be used to supplement instruction at any time.

Each of the objectives is designed to be within reach of students at all levels of ESL proficiency. Students will develop their oral language skills as they engage in activities designed to teach the content areas. Activities for beginning students should be simple enough to accommodate their limited vocabulary and fluency. More advanced students will work on the same objectives but in greater depth, using activities that require more fluency. The number of objectives addressed in a given course will vary with the level of English language proficiency and the level of literacy of the students. The objectives covered will vary depending on the time of year covered by the 60 hours of instruction.

¹The objectives were adapted from several sources including the Immigration and Naturalization Service, the CASAS IRCA Project and the New York State Education Department IRCA Curriculum.

The curriculum is intended to provide limited English-speaking students with the basic history and civics they will need as they take the first steps toward citizenship. Students whose language skills are advanced enough to prepare for the Naturalization Interview will also find this curriculum helpful.

B. Resource Packets

Teaching resource packets have been developed for each of the 12 broad areas of the curriculum. The packets are designed to provide communicative activities that will develop students' language proficiency and lead them to mastery of the content objectives.

The packets contain the specific objectives for a particular area and instructional materials such as readings, pictures, maps, and sample lessons for use with students at various levels of language proficiency. Each packet also includes a quiz that students may use to check their understanding.

III. How to use the Packets:

Students in ESL amnesty classes vary both in their level of language proficiency and in their expectations about what they should be learning. The packets are intended, therefore, to serve as resources for teachers for the development of instruction at a variety of levels and for a range of purposes. Some readings and activities will be more appropriate for use with advanced learners, while others will be better suited to the needs of beginning students.²

Instructional activities have been developed for use with both whole groups and small groups. Each of the activities is designed to maximize opportunities for language practice as well as to teach the content of one or more objectives.

The instructional model described below is a useful way to organize and develop instruction within a content area.

Step 1: Find out what students already know about the topic.

Encourage students to *pool their information*. Piece together what they collectively know. When the information comes from the members of the group, they are more meaningful; students have ownership of the information, and they see how much they already know collectively. In any group there are usually people who know some of the facts and some of the English vocabulary you will be introducing. As adults they will most likely also have the civics concepts from their life experiences, although

²A bibliography of commercially prepared instructional materials is included at the end of Part IV.

their experiences and concepts may be very different from your own.

Write down all you have elicited so that you can refer to it and add to it as more information is discovered. Encourage students to be active learners by finding the missing information. Those students who have children in school might ask them about the content or language. They might also look in their children's Social Studies texts. Provide reference material written at an appropriate level for your students. Fill in any gaps that remain.

Step 2: Provide a variety of student centered activities for practice such as dialogues, role plays and information gap activities (see Section IV for further description).

Students should function as active learners. Students can also label pictures, make a collage of pictures from the news with student-made captions, draw pictures or symbols for such words as independence, freedom, etc., act out historical events or sing songs that relate to the event. They should be accountable for finding out missing information, calling on one another to take part in an activity, showing what they know, etc.

Step 3: Create ways for students to demonstrate their mastery of the language and the content.

Plan ways for students to show what they have learned. For example:

- Each student asks a different question of everyone in the group;
- Groups plan and act out important events such as the Revolutionary War, the arrival of Columbus, the voting process, etc.;
- Class creates questions about the topic and tests other classes at the same site; or
- Use the quiz at the end of each resource packet for peer testing.

IV. Issues and Strategies for Teaching Amnesty Preparation Classes

A. Issues

In planning effective ESL instruction, two important issues should be considered.

- **Literacy:** Since there may be students in the class who have had little or no schooling, provide activities such as describing pictures and role plays that are accessible to students whether or not they can read or write.
- **Accuracy vs. fluency:** If the goal of instruction is to improve communicative ability and develop fluency, ESL learners need ample room to take risks and make mistakes. Over-correcting oral language can get in the way of

communication. Students need to develop their own strategies for understanding and making themselves understood.

B. Strategies

The following instructional strategies suggest ways to integrate language development with context, maximize student interaction and utilize students' prior knowledge to develop new concepts.

- **Build on life experiences:** Adults in amnesty preparation classes come to the classroom with a wide range of life experiences and perspectives about government and history. These experiences, derived from knowledge about history and government in their native countries, should be used as a springboard for the introduction of related topics in U.S. history and government. Elicit what students already know and build on it to develop new concepts.
- **Vary instructional modes:** Even though there is a great deal of civics and U.S. history content to be presented, avoid the temptation to lecture or simply tell students about it. Communication is the most important goal in these ESL Amnesty Preparation classes. Have students work in small groups to brainstorm questions about a topic and then to find answers. Encourage them to be active learners by finding out information for themselves from one another, from the media, from their children and American friends, from the newspaper and other print material.
- **Lead toward mastery:** Use games and quizzes to help students memorize facts they need to know. Let them test one another on a few important facts each week or month. Let more advanced students listen to tapes of the questions and answers from the citizenship test until they become accustomed to hearing and using the vocabulary of civics and history.
- **Encourage students to help each other:** If you have open ended enrollment, pair new students with a buddy who is responsible for tutoring them on what they have missed. They can put questions and answers on flashcards to check one another. The teacher should regularly recycle and review the information, using different activities each time. Set up testing situations where students choose their questions and test the rest of the class on different facts.
- **Include media and real life materials:** Use newspapers and magazines, even if students can only circle the relevant words in a headline, caption or article, or scan for names, places, dates, ages, etc. Have them collect pictures, advertisements and campaign flyers that illustrate the events, people, places or holidays they are studying. Have them watch TV with a list of famous people and places to check off when they see them.

- **Create a timeline:** Focus instruction on a timeline of U.S. history, from the 16th century to today. For century build a student display related to that period on a large sheet of cardboard. Start with pictures and have the students write simple captions to describe them. Add student-generated questions and answers. Add graphs, ads, song lyrics, greeting cards, coins, etc. that illustrate the ways in which our society reflects its history and government. Provide samples of real life forms, applications, etc. for students to practice filling out.
- **Follow commands:** This "Total Physical Response" approach focuses on listening comprehension. For example, give students a picture of the flag and ask them to follow these commands: "Count the stars. Write the number of stars above the flag. Count the stripes. Write the number of stripes below the flag. Write your first name on the bottom stripe. Write your last name on the top stripe." This activity would be preceded by a vocabulary lesson introducing the new words. Similar activities could be done with maps of the United States.
- **Include multisensory activities:** Bring in foods associated with holidays and immigrant groups; role play scenes from our history or national holidays; role play interactions with government officials; recite the Pledge of Allegiance and poems; listen to and sing American music and songs; draw, paint, make collages of famous events; make "word maps" to represent branches of government, relate historical figures to events, etc. Have students watch T.V. with a checklist, and check off famous people they see, places or special events such as the Inauguration, etc. Use maps and pictures that show the whole country and the people as they are and as they were. If possible, arrange trips to museums, historical buildings, courts etc.
- **Role play activities:** Have students role play real life situations that reflect the content being covered. For example, if students enact situations related to the Bill of Rights, it will help them to understand the information being presented, and at the same time, they will practice English.
- **Information gap activities:** Two or more students work together and share information to complete a task. One example would be to select a picture that depicts an historical event (or a flag, or the branches of government) and give it to one student. That student has to describe the picture so that the other students will be able to draw it. Or, using two maps, with different locations marked on each map, students give their partners directions to find the different locations, i.e., the capital, the 13 original colonies, etc.
- **Drawing:** Students' drawings can be used to depict historical events, and do not require literacy skills. Making a drawing of an historical event requires neither vocabulary nor grammar. Later, that picture can be used as a stimulus for developing the language needed to tell the story. Another idea is to dictate a list of words such as patriotism, slavery, rich, taxes, courage and

freedom. Students draw what the word symbolizes to them.

- **Help students to become independent language learners:** Part of formal language instruction needs to focus on helping students to develop their own strategies for learning language and developing language skills. Here are a few ideas, and students should be encouraged to contribute their own strategies.
 - Encourage students try to find someone in their neighborhood who is willing to speak English to them.
 - Have students call information numbers, i.e., weather, time, information, or have them call businesses to get schedules or prices.
 - Have your students keep a language journal, and without worrying about the grammar, keep a record of what's going on in their lives day by day. They should write down their own experiences using English, answering these questions: Who did you speak to? What did you speak about? Did the other person understand you? What did you understand? What new words did you learn?

V. The Place of Reading in ESL Amnesty Classes

The special challenge of teaching Amnesty students is combining oral language development with learning about history and civics. Many of us learned history and civics by reading our history/civics texts aloud to the class and answering comprehension questions. While reading exercises can be useful for ESL students, the "read-and-answer-comprehension-questions" approach is not appropriate. ESL students will need special strategies to make sense of unfamiliar language and to make connections between the new material and what they already know about the topic:

- help students get ready to read through discussion and other pre-reading activities;
- provide students with an overview of the passage by eliciting their questions and what they already know about the topic;
- preview new vocabulary participants will need to understand the passage;
- give students time to read the passage silently;
- give students an opportunity to talk about what they still need help with.

The section below provides some considerations for selecting reading passages and offers activities that will help ESL students get information about history and civics, and at the same time use their communication skills to talk about the material.

A. Initial Considerations:

- **Level of difficulty.** Too easy is better than too difficult. Especially for beginning ESL students, err on the side of readings that are easy. You will find a variety of ability levels in your class in terms of both previous schooling and English language competence.
- **Students' reading proficiency in their first language.** For those students who are already proficient readers in their first language, reading will be a tool for learning content and language in English. Less proficient readers will rely more on group interaction in the classroom than on reading passages for learning vocabulary and content.
- **Prior knowledge and difficulty of content.** Our ability to read a passage in any language is enhanced by our prior knowledge of the topic being discussed. A computer programmer reading a foreign language text on the operation of a computer could probably make sense of it even though s/he had a limited command of the language. The same text might prove more difficult for someone who was fluent in the language if s/he had little prior knowledge about computers.
- **Build in speaking, writing and listening exercises.** While proficient readers may get content and vocabulary from reading passages, communicative ability in English develops from practice, and reading alone does not produce communicative competence.

B. Pre-reading Activities:

Learners will have a better understanding of what they read if they begin thinking about the topic before they read.

Draw from participants' prior knowledge. Since U.S. civics and history has natural parallels to the civics and history of students' homelands, encourage students to make connections. One way to do this is to have students interview each other. If the topic were Independence Day, students would interview other students in the class about Independence Day in their countries. The survey might include questions like "When is Independence Day in your country?" or "When did your country get independence?"

Discussion. There are a variety of ways to get a group talking about a topic before reading a passage – show a provocative picture related to the topic; pose some questions that get at what students already know about the topic, for example, if the topic is the 4th of July, write "Independence Day" on the blackboard; then write anything students know about Independence Day in the United States, using questions if necessary to get at food and other traditions related to the holiday. One way to record the pre-reading discussion is to make a "semantic map" or a "mind map."

Independence

Reasons	Revolutionary War	Ways to Celebrate		
• taxation • freedom • culture (language; religion)	• The Colonies against the British • The Declaration of Independence • July 4, 1776	Fireworks • lighting firecrackers • explosion • dangerous	The Beach • family • go swimming • get a suntan/sunburn	Food • barbecue • hamburgers • hot dogs • potato salad

Students hear the reading first. You can introduce students to a text before they see it by reading aloud and/or taping the first one or two paragraphs. After you read a text aloud to students, you might ask a few questions to see if students have understood it; this will give you a sense of how much help students will need in working through the reading. If you have illustrations or maps, point to them while you are reading to help students understand new vocabulary.

Pre-reading questions. Develop several "comprehension questions" or have the class brainstorm a list of questions on what they want to know about the topic. Use these questions both *before* and *after* the reading; you can assign one or two questions to each student for them to keep in mind as they read. After they finish reading, have students note if the text answered their questions.

C. Working with the Text: Ways to make students more active readers.

Create a cloze passage, i.e. delete words or phrases from the passage. Students use context and what makes sense to figure out what words go in the blanks. It is important to let students know that there is no single correct answer, and that any word that makes sense is acceptable. Have students work in pairs or small groups to compare their answers before looking at the original version.

Listening Cloze. A cloze procedure can be turned into a listening activity by asking students to fill in the missing words as they listen to a tape of the reading. For lower level students, the words that have been deleted from the passage can be listed on the sheet. Students' task is easier, because they only have to choose the word they hear from the list.

Creating Titles. More advanced readers can make up a new title for a reading. Titles can also be made for sections of a reading and even for paragraphs. Xerox the reading and white-out all the titles and captions. To get more creative titles ask students to pretend they are trying to sell the reading and therefore need to make exciting or funny titles. Students enjoy comparing their titles. The titles provide useful summaries of the paragraph or section and are good indicators of comprehension.

Cooperative reading is one of the most exciting ways to turn a reading into a communicative activity for all levels of students. In this kind of cooperative reading activity, divide a reading into parts that more or less stand alone and give each part to a different group of students. Each group must become familiar with their part of the text. When groups have understood their part they make up their own comprehension questions and write them on a big piece of newsprint or on the blackboard. Then bring the whole class together. Each group selects two or three members to read their part aloud while the rest of the class listens. After all the parts of the text have been read, the rest of the class tries to answer the questions that group wrote. Follow this procedure for each group.

D. After the Reading: Reviewing the text

Review new vocabulary after students finish reading. Encourage students to make a good guess and try to get the idea. If they *do* need a definition other students, not you, should be the first source for the definitions of new words. You can write short definitions and/or quick sketches of the words in random order on the blackboard as they are being explained. Or students can do the same in their notebooks or on index cards. After the explanations students can demonstrate what they know by then matching the words with the definitions or pictures.

Writing after reading. Writing can be used to summarize readings and to make

connections between the text and students' own experience. Build a routine of asking students to write what interested them, what was new for them, what surprised them or what is missing from the text. Many teachers ask students to keep notebooks for this purpose. Ideally, teachers can respond to students' comments in the journals and a written dialogue takes place. One way to get students started in journal writing is to bring in 3" x 5" spiral notebooks and ask students to reimburse you for them. Ask intermediate or advanced readers to list the ten most important places, names, or words from a reading. Teachers can use these lists to make flashcards, games or as a basis for other communicative activities.

Organize debates. Sometimes differences of opinion arise and discussions or informal debates can be organized. Students can also be asked to infer information not directly stated in the passage.

Games based on information in the reading are often the most engaging and effective way to review new vocabulary and concepts from the text. Distributed throughout the packets are teacher's guides for games which help to reinforce language and concepts.

Curriculum Objectives

ESL IN AMNESTY PREPARATION CLASSES OBJECTIVES

Students should be able to:

COMING TO THE USA

1. Say where they are from and why they came.
2. Describe the similarities and differences between student's native country and the US.
3. Connect reasons for coming to the US to the Bill of Rights.
4. Name and find the capital of the US on a US map.
5. Name and find the state capital on a map.
6. Say the number of states in the US and find major states on a US map (California, Texas and New York).
7. Understand and answer basic oral and written questions related to immigration. Examples:
 - When did you come to the US?
 - Where do you live?
 - What's your alien registration number?

THE CONSTITUTION AND GOVERNMENT

1. Name the President of the United States.
2. Name the Governor of New York.
3. Name the Mayor of New York City.
4. Say what the Constitution is (the law of the land), the 3 parts (preamble, articles, amendments), and say why each is important.
5. Say when the Constitution was written.
6. Identify the Bill of Rights as the first 10 amendments and name one or more according to ESL level.

7. Name the three branches of government (executive, legislative, judicial).
8. Say who works in the executive branch (President and Vice President).
 - Say how often they are elected.
 - Say where the President lives.
 - Say two things the President does.
 - Say who the first President was.
9. Say what the Legislative Branch (Congress) does.
 - Name the two parts of Congress.
 - Say where the Congress meets.
 - Say the number of senators elected per state.
 - Name the two Senators from New York.
 - Say why New York can elect many representatives.
 - Name the representatives from their district.
10. Say what the judicial branch is and what it does.
11. Name the three levels of government and give an example of what each does (federal, state and local).

LABOR DAY

1. Say when industrialization happened in the US and how it changed the country.
2. Name inventions which helped to bring about industrialization.
3. Say what labor unions are and why they were formed.
4. Say the rights and responsibilities of workers including the following:
 - unemployment
 - workman's compensation
 - taxes
 - minimum wage
 - social security

COLUMBUS DAY

1. Name the person who "discovered" America and when.
2. Explain why the native Americans were called Indians and tell about their lives.
3. Say what countries first sent settlers to the "New World" (France, England, Spain, Dutch) and find where each settled on the map.

ELECTION DAY

1. Name three levels of government (federal, state, and local) and tell what each does.
2. Name the two senators from New York.
3. Name the representative from their district.
4. Name the two major political parties in the US.
5. Name the form of government in the USA (democracy) and describe what it means.
6. Describe how an election takes place in the US.
7. Name the candidates who are running for office this year.

VETERAN'S DAY

1. Define the word "veteran".
2. Name the two superpowers after World War II and say why "cold war" describes their relationship.
3. Explain why Pearl Harbor and Hiroshima were important in World War II.
4. Provide information asked for in the chart below:

<u>War</u>	<u>Who?</u>	<u>Where?</u>	<u>Why?</u>	<u>When?</u>	<u>What happened?</u>
------------	-------------	---------------	-------------	--------------	-----------------------

1. Revolutionary
2. Civil
3. World War I
4. World War II
5. Vietnam

THANKSGIVING

1. Name a reason the Pilgrims came to America (religious freedom) and say where they came from, and when. Connect the reason to the Bill of Rights.
2. Show where the Pilgrims landed (Massachusetts) on the map.
3. Identify the Indians as the first Americans and describe how they helped the Pilgrims.
4. Tell/Write about Thanksgiving using the following words:
 - Indians
 - Pilgrims
 - Mayflower
 - 4th Thursday in November
 - turkey
5. Find the area on the map of the 13 original colonies (East Coast). Name four.

MARTIN LUTHER KING'S BIRTHDAY

1. Name the war fought between the North and South (1861-1865).
2. Explain why slavery was one of the issues that led to the Civil War.
3. Tell the results of the Civil War.
4. List the amendments related to the Civil war.

5. Give examples of segregation and racism that led to the Civil Rights movement in the 50's and 60's.
6. Tell who Martin Luther King was and why he is famous.

PRESIDENTS' WEEK

1. Tell or write the story of George Washington using these words:
 - 13 colonies
 - England
 - taxes
 - Revolutionary War
 - freedom/independence
 - "Father of our country"
2. Tell or write the story about Abraham Lincoln using these words:
 - 16th President
 - North/South
 - Separate
 - Slavery
 - Civil War
3. Say who works in the executive branch (President (Chief Executive) and Vice President).
 - Say how often they are elected
 - Say who the first President was.
 - Say where the President lives.
 - Say 2 things that the President does.
 - Say who takes over if the President can't finish the four years.
4. Tell the meaning of the Stars and the Stripes on the U.S. flag.

MEMORIAL DAY

1. Tell why we celebrate Memorial Day.

2. Provide information asked for in the chart below:

<u>War</u>	<u>Who?</u>	<u>Where?</u>	<u>Why?</u>	<u>When?</u>	<u>What happened?</u>
1. Revolutionary					
2. Civil					
3. World War I					
4. World War II					
5. Vietnam					

FLAG DAY

1. Name the form of government in the USA (democracy) and describe what it means.
2. Recognize the "Star Spangled Banner".
3. Say "The Pledge of Allegiance" and tell what it means.
4. Describe the US flag and tell what the stars and stripes mean.

FOURTH OF JULY

1. Find the 13 original colonies on a US map.
2. Give two reasons why the colonies wanted to be independent from England.
3. Tell why July 4, 1776 was important.
4. Tell who wrote the Declaration of Independence.
5. Name the war fought in 1776 and tell who led the Americans.
6. Describe the results of the Revolutionary War.

7. Name the document that became the law of the US.
8. Name the 1st and 3rd Presidents.

Bibliography and Sample Pages

**Bibliography of Civics/History Texts
and Sample Pages**

1. **Title:** *America's Story*, Second Edition
 Author: Vivian Bernstein
 Publisher: Steck Vaughn 1985, Austin, Texas

American history series for students reading on level 2-3. Includes pictures, maps, and review exercises.

Book 1. *America's First Years*
Book 2. *Since 1865*

(See sample page 1.1)

2. The Brooklyn Public Library, Literacy Program - Learning Packets.

Titles: *The Constitution*
 Who's Running This City

These learning packets can be obtained free of charge through the literacy program of the Brooklyn Public Library.

The Brooklyn Public Library, Learning Center
144 Eastern Parkway
Brooklyn, N.Y. 11213

(See sample pages 1.2 & 1.3)

3. **Title:** *Content Area ESL: Social Studies*
 Author: Dennis Terdy
 Publisher: Linmore '86, Palatine, IL

Written for advanced level ESL students. Each lesson consists of a pre-reading exercise, a two page reading passage, a vocabulary exercise, a reading comprehension exercise, a grammar exercise, graphical literacy exercise, a writing exercise, and a review exercise.

(See sample page 1.4)

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4. **Title:** *English Through Citizenship*
Author: Elaine Kirn
Publisher: Delta Systems, Dundee, IL, 1989

A three-level program, literacy, beginning and intermediate, of civics material developed under the auspices of the Los Angeles County Community College Consortium for Amnesty to provide educational services under SLIAG. It is based on information in the federal textbooks provided by the U.S. Department of Justice.

It consists of approximately ninety four-page modules on forty-five distinct civic topics, with pre and post tests and a question-and-answer game for classroom use.

(See sample pages 1.5, 1.6 & 1.7)

5. *Federal Textbook Series* - U.S. Immigration and Naturalization Service, Department of Justice

Titles: *A Reference Manual for Citizenship Instructors (M-286)*
Citizenship Education and Naturalization Information (M-287)
U.S. Government Structure (M-291)
United States History 1600-1987 (M - 289)

Publisher: Immigration and Naturalization Service,
U.S. Department of Justice
26 Federal Plaza
New York, N.Y.

(See sample pages 1.8 & 1.9)

6. **Title:** *Handbook for Citizenship*
Author: Margaret Seely
Publisher: Alemany Press, Hayward CA. 1989
Contains: Teacher's Manual Audio Cassette Tape.

Written for high beginner, intermediate level students. Provides a guide to people studying for the U.S. Naturalization examination. Includes information on Naturalization, Early U.S. History, U.S. Government, State and local Government. Practice questions and answers cassette Tape/Tapescript. Most commonly asked questions on Naturalization exam.

(See sample page 1.10)

7. **Title:** *Hopes and Dreams*
Author: Tana Reiff

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Publisher: Fearon Education, Belmont, CA.

A series of well-written, beginning readers which describe experience of coming to the U.S. for many ethnic groups – German, Irish, Chinese, Cuban, Vietnamese, Afro-American, Mexican, Jewish, Norwegian, Italian.

(See sample page 1.11)

8. **Title:** *If You Feel Like Singing*
Authors: Alice Osman/Jean McConochie
Publisher: Longman Inc, New York, 1979

For all levels. A supplemental text. Includes 28 American folksongs. Each song is introduced by a short reading which explains its historical/cultural significance.

(See sample page 1.12)

9. **Title:** *Life Skills and Citizenship*
Author: Judy De Filippo
Publisher: Addison - Wesley; Reading Mass. 1985

For intermediate level ESL students. A supplement text. Includes chapters on Immigration, United States History, the United States Government, United States Geography and We, the People. i.e. How others see Americans.

(See sample page 1.13)

10. **Title:** *Language Development Through Content.*
1. *America: The Early Years*
2. *America: After Independence*
Author: Anna Lihl Chamot
Publisher: Addison - Wesley Publishing Company

Written for intermediate/advanced level ESL students. Incorporates many teaching strategies specifically geared to the ESL students.

(See sample pages 1.14 & 1.15)

11. **Title:** *Look at the U.S. (an ESL/Civics Series Based on the Federal Texts)*
Author: Carole Cross
Publisher: Contemporary Books, Chicago/New York, 1989

The Look at the U.S. Series was specially designed to help ESL teachers introduce civics concepts into the classroom. This multi-level series introduces the fundamentals of U.S. history and government.

Book 1. Is aimed at students who can speak, read and write some basic English.

Book 2. Assumes a higher educational level and reading fluency in English.

Literacy-Level for students who find book 1 too difficult.

(See sample pages 1.16 & 1.17)

12. **Title:** *Looking at American Holidays*
Author: Donna Anthony Drews
Publisher: National Textbook Company

For beginning level ESL students.

13. **Title:** *Practice for the U.S. Citizenship and Legalization of Status Tests. (Second Edition)*
Author: Carlos F. Paz
Publisher: ARCO Publishing, a division of Simon and Shuster (can be ordered through Prentice Hall, Englewood Cliff, New Jersey.)

Includes 200 sample questions of the sort used by INS examiners, a copy of the Constitution of the United States and its amendments and sample forms used when applying for permanent residency and citizenship. (A resource book for teachers)

14. **Title:** *Real-Life English*
Authors: J. Jolly and L. Robinson
Publisher: Steck-Vaughn, 1988

A competency based multi-level textbook. Each level contains a unit on our country - with information on U.S. Government and History.

(See sample page 1.18)

15. **Title:** *United States Citizenship*
Author: Michael O'Shea
Publisher: Media Materials, Baltimore Maryland 1988

For intermediate and advanced level students. Covers the rights and responsibilities of citizens. Review questions. Vocabulary exercises.

(See sample page 1.19)

16. **Title:** *Voices of Freedom*
Author: Bill Bliss with Steve Molinsky
Publisher: Prentice-Hall, Englewood Cliffs New Jersey, 1989

For beginning-level ESL students who are applying for legalization or Naturalization.

Book 1. *English for U.S. Government and Citizenship*
Book 2. *English for U.S. History Government and Citizenship.*

Includes Audio cassette

(See sample page 1.20)

1. After the Civil War

New Words

rebuilt rejoin plantations 13th Amendment Alabama
problems citizens Tuskegee Institute Booker T. Washington
adults approved



Americans in the North and South had a lot of hard work to do after the Civil War. Thousands of people died during the war. The Civil War destroyed many cities and farms in the South. People in the North and South were still angry with each other. The South had to be rebuilt. Americans had to learn to like each other again.

The Southern states rejoined the United States after the Civil War. Slowly the South was rebuilt. Cities, roads, and railroads were rebuilt. New schools were



The Civil War was over. The soldiers were home.

WHY THE CONSTITUTION WAS NEEDED

In 1781, the United States of America became a new country.
It was not a part of England any more.

Like many new countries, the United States had big problems.
It owed money to other countries, but it did not have any
money to pay.

It needed to make clothing and tools for its people, but
it did not have any factories.

At this time, the U.S. was made of 13 states.
The 13 states could not agree on anything.
Each state wanted only what was best for itself.
The leaders of the U.S. were worried that their new
country would not stay together.

The leaders of the U.S. were also worried that their country
would be attacked by another country.

When the U.S. needed to defend itself, it could not.
It had no money to pay for an army or navy.

Many people thought that something had to be done.
They thought that the country needed some new laws and a
new kind of government.
They thought that the old laws were not working.

In 1787, some leaders of the U.S. got together to write:
some new laws.

These new laws were soon called "The U.S. Constitution."

WHO'S RUNNING THIS CITY?

Elected Leaders

The Mayor

Ed Koch is the mayor of New York.

Look in the *Directory*. Put Ed Koch's phone number here: _____

Put his address at City Hall here: Edward I. Koch
Mayor of the City of New York

The Borough President

Howard Golden is the Borough President of Brooklyn.

Look in the *Directory*. Put Howard Golden's phone number here: _____

Put his address here: Howard Golden
Brooklyn Borough President

The City Council President

Andrew J. Stein is the City Council President.

Look in the *Directory*. Put Andrew Stein's phone number here: _____

Put his address here: Andrew J. Stein
President of the City Council

Your City Councilmember

Look at the map on page 15. It is called "Brooklyn Council Districts."

Find the number of your council district. Put that number here: _____

Put the name of your councilmember here: _____

Look in the *Directory*. Look up your councilmember's phone number.

Put the phone number here: _____

Put your councilmember's address here: _____

NATIVE AMERICANS

PERSONAL SURVEY

Discuss these questions with your teacher and class.

1. Who were the first people to come to North America?
2. Where did these people live?
3. How did they live?

PRE-READING

Many people were in North America before the Europeans came. These people had their own languages and cultures. You will read about them in this lesson.

CONTENT VOCABULARY

These words are important in this lesson. What do you know about them?

Native Americans
tribes

SURVEY

Read the subtitles. Read the subtitles and look at the pictures.

Who were the major groups of North Americans?

Look at the comprehension questions. Try to find the answers to these questions when you read the passage.

1



2



3



English Through Citizenship, Delta Systems

Sample page 1.5

D Vocabulary

poor



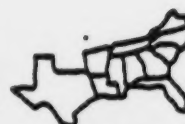
lawyer



voter



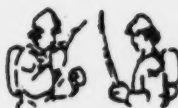
Congress



the South



the North

slave
slaverythe Civil
War

freed



shot

E Abraham Lincoln

The family of Abraham Lincoln was poor, and he didn't go to school. But he studied and became a lawyer. Voters in Illinois elected him to Congress. In 1860 voters of the United States elected him President. At that time farmers in the South had slaves. Many people in the North were against slavery, and the Civil War started. Lincoln freed the slaves with the Emancipation Proclamation. In 1865 John Wilkes Booth shot President Lincoln.

F Match the sentence parts. Draw lines.

- | | | |
|--|-------|--------------------------|
| 1. The Lincoln family | _____ | elected him to Congress. |
| 2. Lincoln studied and | _____ | had slaves. |
| 3. Voters in Illinois | _____ | was poor. |
| 4. Voters of the U.S. | _____ | were against slavery. |
| 5. Farmers in the South | _____ | shot President Lincoln. |
| 6. People in the North | _____ | became a lawyer. |
| 7. With the Emancipation Proclamation, Lincoln | _____ | freed the slaves. |

3.



Abraham Lincoln grew up in Kentucky in a log cabin. He couldn't go to school, so he taught himself. He became a lawyer. Friends called him "Honest Abe." As a delegate from Illinois, he served in Congress from 1847 to 1849. Lincoln was against slavery and gave some famous speeches about his ideas when he was running for the Senate.

In 1861 Abraham Lincoln became the sixteenth President of the United States. He wanted the states of the Union to work together as one country, but he had to lead the North against the South in the Civil War. Some people thought that Lincoln was too strong as President because he used power that the Constitution did not give him.

President Lincoln freed the slaves with the Emancipation Proclamation. He had a plan to bring the South back into the Union after the Civil War, but he couldn't carry out the plan because he was assassinated. In 1865 an actor named John Wilkes Booth shot Abraham Lincoln.

4.



John F. Kennedy was President for only three years, from 1961 to 1963, but his personality and ideas changed America. He was both the first Roman Catholic and the youngest President in the history of the country. He set clear goals for America. For example, he promised that the United States would land a man on the moon before 1970.

Kennedy supported the ideas of Martin Luther King, Jr. and fought for civil rights, fair housing, and programs to stop poverty. He asked Congress for more money for education and medical care for elderly people.

Kennedy was against Communism. For example, when the Soviet Union put missiles in Cuba, he sent U.S. ships to surround the island. But he believed that the best way to fight Communism was not by sending armies but by attacking poverty and injustice. He organized the Alliance for Progress to help the countries of Latin America. He started the Peace Corps and sent Americans to over sixty countries in Africa, Asia, and South America. These young volunteers worked and lived with the people, built schools, and taught farmers more modern methods.

Kennedy was a man for the future. He worked to stop the testing of nuclear weapons. But on November 22, 1963, he was assassinated.

I. THE CONSTITUTION

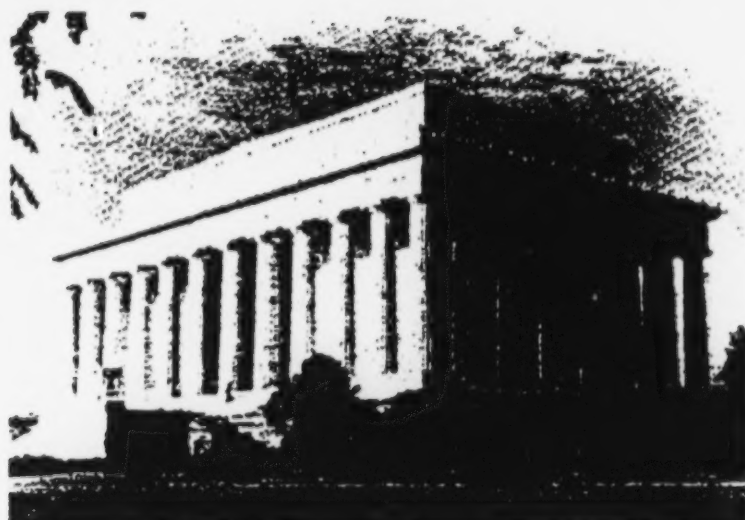
MAIN PRINCIPLES

Self-government is the most important principle in the Constitution of the United States. The Founding Fathers saw that they needed to have a system which would make sure that everyone had a voice in the local, state and national governments. They wanted to have a system that could be changed when necessary. They wrote this system into the Constitution of the United States in 1787. It has lasted more than 200 years, through many changes in the world and the country. To this day the Constitution provides the basis for the United States government.

The Constitution is often called the *supreme law* for two reasons:

- No other laws may contradict any of its principles;
and,
- No person nor the government is exempt from following it.

It also guarantees or promises the freedom and rights of all people living in the United States, even if they are not citizens of this country. Everyone has the rights of freedom of religion and speech as well as the other rights listed in the Constitution.



RECONSTRUCTION, 1863-1877

Bringing the southern states back into the Union created many controversies. Lincoln had intended that Reconstruction be a means of reuniting the North and South, on the North's terms. Many of Lincoln's fellow Republicans wanted to punish the South harshly for all the suffering. Lincoln's Vice President, Andrew Johnson, was not able to control this group within the party when he became President. Johnson planned to allow the southern states to re-establish governments when 10 percent of the population had taken an oath of allegiance (promise of loyalty) to the United States. However, Congress did not allow this plan to go into effect. Instead, it established five military districts, with a Union general leading each one. The states would not be re-admitted to the Union until they had ratified the 14th amendment and guaranteed suffrage (the

Christopher Columbus

Reading

Christopher Columbus was born in Italy. He sailed for the king and queen of Spain. He was looking for a new way to India. In 1492 Columbus discovered America. He named the people he found there "Indians" because he thought he was in India. Many Spaniards followed Columbus to Central and South America. They wanted to find gold and to teach the Indians about their church.

Practice words and questions

- A. Can you say and understand these words? Find and underline them in the reading.

America	find / found	Indians	Spain / Spaniards
church	gold	Italy	
discover/ed	India	people	

- B. Choose a word from the list above to complete each sentence.

1. Columbus _____ America.
2. People from _____ came after him.
3. The Spaniards wanted _____.
4. They wanted to teach the Indians about their _____.

- C. Think about these questions. Can you answer them?

1. In what country was Columbus born?
2. Which king and queen did he sail for?
3. What was Columbus looking for?
4. What did he discover?
5. Why did many Spaniards go to America after Columbus?



CHAPTER 1

Germany, 1852

Karl Hermann
sat at his school desk.
He looked up
at the map
on the wall.
He studied
the shape
of the young country
called America.
He saw
only lines and colors.
He wondered
what America
was really like.

All the Germans
talked about America.
They read books
about America.

They heard stories
about America.
Some Germans
even went there.
These people
did not wish
to leave dear Germany.
But each year
German life
was getting harder.
Harvests were poor.
Many Germans were hungry
and out of work.

No longer
could people cut wood
from any forest.
The state
took all the wood.
They used it
for the factories
and the railroad.

The factories
made things
faster than by hand.

1

WE SHALL OVERCOME

Words and music arranged by:
Guy Carawan, Frank Hamilt
Zilphia Horton and Pete Seeg

With quiet determination

1. We shall o - ver - come, we shall o - ver -
2. We shall live in peace, we shall live in
come, We shall o - ver - come some - day.
peace, We shall live in peace some - day.
1-3 Oh, deep in my heart I do be -
lieve That we shall o - ver - come some - day.

3. We'll walk hand in hand, we'll walk hand in hand,
We'll walk hand in hand someday.

A D/A^o Bm7 E/G# F#m B7
x01230 x00132 x1312x 2x134x 13411x x213
E B7/F# E/D F#m/C# E7 Dadd
023100 2x1304 xx0132 x04111 020100 xx01

Tip: Singers may sit or stand in a circle with the right arm crossed over the
each singer holding the hand of the partners on the left and on the right.
very gently to the slow, rocking beat of the song. Start singing the first
ly "with quiet determination" and gradually increase the singing
until in the final verse you are singing with intense determination.

*The letter to the right of the diagonal line is the specific base note used.
The standard chord form may be used instead, if desired.

If You Feel Like Singing, Longman, Inc.

Sample page 1.12

Eight Well-Known Presidents

Use outside sources to find the answers. As an extension activity, have students choose one of the following presidents and write a brief biography about him: Abraham Lincoln, Franklin D. Roosevelt, Richard Nixon or Ronald Reagan.

NAME	BORN	DIED	YEARS IN OFFICE	# P
George Washington	1732	1799	1789-1797	1st
John Adams	1735	1826	1797-1801	2nd
Thomas Jefferson	1743	1826	1801-1809	3rd
Abraham Lincoln	1809	1865	1861-1865	16th
Franklin D. Roosevelt	1882	1945	1933-1945	32nd
John F. Kennedy	1917	1963	1961-1963	35th
Richard Nixon	1913	—	1969-1974	37th
Ronald Reagan	1911	—	1981-	40th



Nixon



Roosevelt

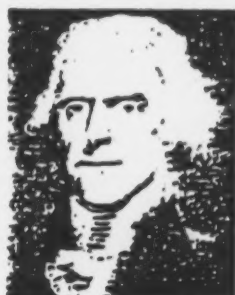


Reagan

Write the answers to these questions.

1. Who served the shortest term of office?
2. When was Lincoln born?
3. How long was Jefferson president?
4. How long has Reagan been president?
5. Who was the youngest elected president?
6. Who was the oldest elected president?
7. Which presidents are still alive?
8. Which presidents died in office?
9. Who succeeded Washington as president?
10. How old is President Reagan?

John F. Kennedy



Jefferson



Lincoln



Kennedy

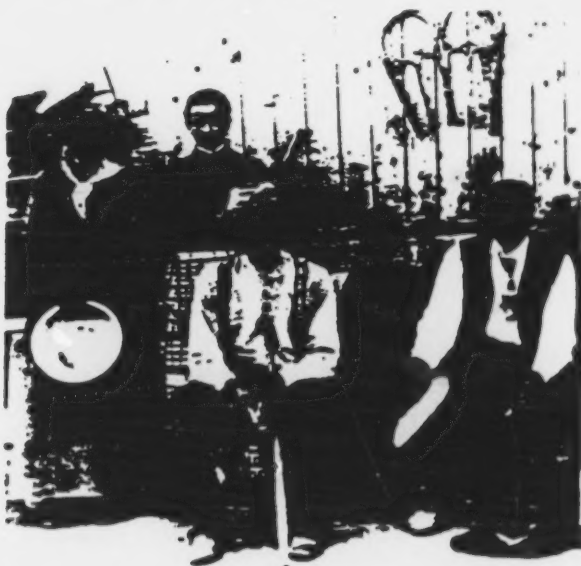
Give students time to study chart and then ask questions 1-10. You ask questions to find out how much they know about the presidents mentioned here. Go over the "interacting facts" section without giving any answers. Have students

Harriet Tubman

Harriet Tubman was a brave black woman. She was a slave who escaped to the North. Then she helped other slaves escape to the North. She told her story to others and convinced many people that slavery was wrong.

People against slavery wanted to free the slaves. They organized the Underground Railroad. This was not a real railroad, but a chain of places to hide for slaves who ran away. People who worked in the Underground Railroad hid slaves in their homes during the day. At night, brave people like Harriet Tubman led the slaves from one safe place to another until they were in free territory.

Harriet Tubman made 19 trips to the South to help other slaves escape. This was very dangerous work, because slave owners in the South wanted to capture her. They offered \$40,000 for Harriet Tubman—dead or alive. But they did not catch her, and she helped more than 300 slaves to escape to freedom.



Harriet Tubman (far left) and some of the slaves she led to freedom.



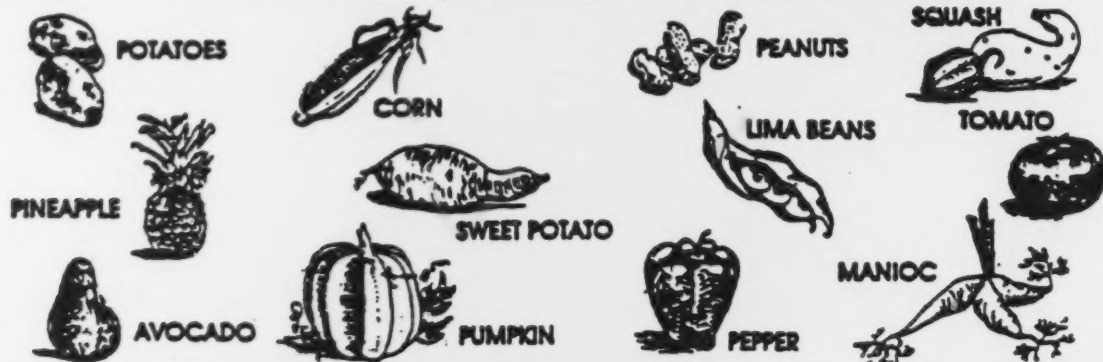
In 1858 Harriet Tubman became a lecturer, or person who gives talks to large groups of people. Other abolitionists were also lecturers. They told people about slavery, and they tried to convince people that slavery was wrong. Because of people like Harriet Tubman, many people decided that there should be no more slavery in the United States.

UNDERSTANDING WHAT YOU READ: Writing a Summary

The story about Harriet Tubman needs a concluding paragraph. A concluding paragraph tells the main ideas of a story in a few sentences. In your concluding paragraph, tell why Harriet Tubman was brave and why she was important. Start your paragraph with one of these phrases: *In conclusion*, *In summary*, or *The most important things to remember about Harriet Tubman are*. . . .

Foods Native to the Americas

Many of the foods you eat were discovered and grown by early American Indians.



1. Which of these foods have you eaten? _____

2. Which of these foods haven't you eaten? _____

3. Think of other food you eat. Which ones would be unknown to early American Indians?

ACTIVITY: Classifying and Alphabetizing

1. Work in small groups. On a separate piece of paper, make two headings: *Food We Eat Raw* and *Food We Eat Cooked*. Put all the foods above under one or the other heading. (Some food can go under both headings.) Putting words into groups is called *classifying*.
2. When you have finished classifying the words, write the lists once more in alphabetical order below.

Food We Eat Raw

Food We Eat Cooked

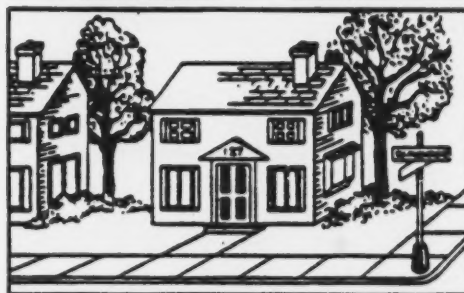
Chapter 1

My Story

Listen and Repeat



My name is Monica Gonzales.



My address is 127 W. Monroe Street.



I live in Chicago, Illinois.

Listen and Answer

1. What is your name? My name is _____.
2. What is your address? My address is _____.
3. Where do you live? I live in _____, _____.
(city) (state)

Look at the U.S. (Literacy Level), Contemporary Books

Sample page 1.16

Sample Resource Packet
Coming to the USA

Coming to the USA **Table of Contents**

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The Statue of Liberty: Information Gap <i>Intermediate Level</i>	30 - 31
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Teacher Reference Section	
• Bill of Rights	
• Amending the Constitution	
• Maps of the USA	
• Map of the World	
• Pictures	

OBJECTIVES FOR RESOURCE PACKET COMING TO THE USA

Students should be able to:

1. Say where they are from and why they came.
2. Describe the similarities and differences between student's native country and the US.
3. Connect reasons for coming to the US to the Bill of Rights.
4. Name and find the capital of the US on a US map.
5. Name and find the state capital on a map.
6. Say the number of states in the US and find major states on a US map (California, Texas and New York).
7. Understand and answer basic oral and written questions related to immigration. Examples:
 - When did you come to the US?
 - Where do you live?
 - What's your alien registration number?

Coming to the U.S.A., page 1

Who are you? Where are you from? (and Why are you here?)

Beginning Level

Fiona Armstrong

Materials: a large map of the world; blank flashcards, Post-It pad, magic markers, masking tape and a pointer.

Model the question, *What's your name?* Have the students repeat it and answer the question yourself. Make yourself a name card. Then help each student make a name card that can be easily displayed by folding it. Have students each stand with their cards and introduce themselves, helping their classmates pronounce their names. The others repeat each name several times.

Elicit and pool. Model the question, *Where are you from?* Have the students repeat it, and answer for yourself. Write the name of your country on the board. Ask a student and write the response on the board. Have the class ask each person and put up their countries on the board, allowing time for those who can to write their own.

Put up your map of the world and ask if anyone can show you their country. Together with the students identify all the countries represented by the class.

Hand over responsibility. Have the students make flashcards of their country names. (Post-It's work well for this.) Ask them to attach them to the map and allow time for all to cooperate in doing this, until all countries are labeled.

Practice and use the language. Demonstrate and direct them to do other TPR activities with their cards such as place them on the floor, on their books, on the board, copy them, circle/underline/erase certain letters or words, put them away, take them out, etc.

Next session have student select their own name cards and country names, saying: My name is ____ and my country is _____. I'm ____, and I'm from ____.

Then help them point to one another and say: You're ____, and you're from _____. Next time they can hand out name cards to one another and place other country names on the map.

They can also dictate their names and then their country names to their classmates.

Demonstrate Mastery. Have students stand in a circle and each say: I'm ____, and I'm from _____. You are ____, and you're from _____. (about as many classmates as they can).

Only if you feel they can do it, continue with the next part, asking them why they came to the USA. See the following lesson for other levels, but keep it very simple.

Coming to the U.S.A., page 2

Who are you? Where are you from? (and Why are you here?)

Intermediate Level

Fiona Armstrong

Materials: a large map of the world: blank flashcards, a Post-It pad, magic markers, masking tape and a pointer.

What's your name and where are you from?

This activity works well with everyone standing in a circle. Introduce yourself and where you are from: "I'm Joe, and I'm from the USA. Where are you from?"

Have students do the same, using the same formula. Have each student repeat what the previous people said: You are ____, and you're from _____. You are ____, and you're from ____, and I'm ____, and I'm from _____.

If the class is very large and varied, you may have to start again half way around, or continue at the next session.

Elicit and pool. Put up a large map of the world and point to your country. Then offer your pointer and ask a volunteer: Please show us your country. They do so, then pass the pointer on to someone else, asking the same question until everyone, with help when needed, has shown their country. If any of the students obviously cannot read a map, stand with them so you both show the country when they say where they are from.

Hand over responsibility. Have students make name cards for themselves, to take turns handing out to one another at the beginning of sessions, for dividing into groups etc. Next, have the students make flashcards of the name of their country. Then ask them to attach them to their countries. When they do so they can tell something about their countries or answer questions.

Practice and use language. In the next lesson, you can review by giving people different name cards to hand out and flashcards for one another's countries to attach to the map, following directions from the group when they need help: up, down, left, right, next to, etc.

Elicit and pool. Ask the students why they came to the USA. Sit down and just wait for them to answer. Allow students to say whatever they are able to, repeating, rephrasing for them and writing their reasons on the board. It's very likely that some of the reasons given will express their sense of the rights of people in this country: freedom, independence, jobs, education, opportunity, no arrest, etc.

Ask what was different in their countries. Again accept whatever they are able to say. Help them put it into English, building on the fragments they give you: politics, soldiers, police, kill, no jobs, my children, no food, etc. and providing phrases they can practice

Coming to the U.S.A., page 3

saying.

Again they will be expressing their sense of rights we have in the USA. If the class is able to, expand this to an introductory discussion of the Bill of Rights. Talk about the reasons others have come to the USA and how the rights became law. (*See the list of the amendments included in the Bill of Rights in the Teacher Reference Section of this Guide*).

Demonstrate mastery. Standing in a circle, have students identify one another, saying other students' names and where they are from. Then have each student say why they came to America.

Those who have trouble can be tutored by classmates until they can do the activity.

Coming to the U.S.A., page 4

Total Physical Response: Teachers' Guide

All Levels

Cliff Meyers

This activity is geared for beginning students but can be used for review with more advanced classes as well. The idea is to give commands to students which require a physical response. Comprehension can then be measured by students' demonstration of the appropriate actions. With time, lessons can even be arranged so that students work in groups, giving and following each other's commands. Here, the teacher can begin by asking one student to perform the commands below:

- Stand up.
- Walk to the board.
- Write your last name.
- Write your first name.
- Circle it.

If this is difficult for the students, have three students follow the directions together, using each other for support. The activity will get the students used to moving around, to coming to the front of the class and to taking risks. A way to ensure more complete comprehension could be to turn the commands into a dictation. After several students have performed the commands, ask the whole class to take out sheets of paper. Explain that you will read the commands three times and that they are not to worry if they have trouble understanding everything the first time through. Read the commands the first time without pauses and tell the class to listen silently without writing. Ask if they have any questions. Read the commands the second time more slowly and with pauses so that they can write. Try not to repeat and allow students to work together if they please. Read the commands a third and last time, slowly but without pauses, so that they can check their work. Then ask six students to come up at the same time and each write a different sentence on the board. This will give the class a chance to correct any mistakes together. Then, you can ask a student to follow the commands below.

- Stand up.
- Walk to the board.
- Write our President's name.
- Underline his last name.
- Circle his first name.

You may need to provide some help with the spelling. One good way to do this is to write the question, "How do you spell that?" on the board. This way the class can help the student write the name correctly. When this is completed, do the same with *Our Governor* and *Our Mayor*. When you have these three names on the board, ask the class or write on the board the following questions:

- Who is he?
- Where does he live?
- What does he do?

Coming to the U.S.A., page 5

Form Activities: Teachers' Guide

All Levels

Cliff Meyers

1. Begin with the matching exercise. Explain to students that they can work in pairs to draw lines between the column on the left and right. This is especially good for beginning level and lower literacy students. When the class has finished, go over the answers as a whole class. If you like, as an extra activity, have the students think of the questions that can be asked to get the answers (i.e., [address] "What is your address?").
2. Have students look over the form. Tell them not to write. Ask if they have any questions on the vocabulary.
3. Now, let students fill out the first form for themselves. Walk around the class. Check to see if everyone is doing okay. Students can work together if they need help.
4. Ask the class to think about the questions they can ask to get the information on the form. Describe an interview situation to them and ask them to come up with the questions they would hear if someone was filling out the form for them. Ask the whole class to call out the questions and write them on the board as you hear them. If they are not correct, don't worry. Write up the whole list of questions as given and then go back over the list as a class to make any corrections. Your list may look something like this:
 - What is your last name?
 - What is your first name?
 - What is your address?
 - What is your zip code?
 - What is your telephone number?
 - How old are you?
 - What is your date of birth?
 - What is your social security number?
 - What is your alien registration number?
5. Have students practice pronouncing these questions on the board. Settle any confusions or doubts.
6. Put students in pairs to interview each other. They need to fill out the second form on the page for a classmate. The questions on the board will help. Make sure they understand and use clarification questions, like: "How do you spell that?" and "Could you please repeat that?" The whole class can be working in pairs at the same time with you hanging back, monitoring and lending a hand if needed.

Beginning level

Match the information:

- | | |
|------------------------------|---------------------------------------|
| 1. address | <div>10/15/89</div> |
| 2. area code | <div>206-8435</div> |
| 3. last name | <div>476-19-1218</div> |
| 4. date of birth | <div>327 E. 116th St., Apt. 2-C</div> |
| 5. phone number | <div>30</div> |
| 6. first name | <div>Smith</div> |
| 7. zip code | <div>Tom Smith</div> |
| 8. social security number | <div>212</div> |
| 9. alien registration number | <div>A92375814</div> |
| 10. age | <div>10037</div> |
| 11. signature | <div>Tom</div> |

1. Complete the form below. Please print clearly. You can use real or imaginary information.

Name: _____	
(Last)	(First)
Address: _____	

City)	(State) (Zip Code)
Telephone: (_____) _____	
Date of Birth: _____	
Social Security Number: _____	
Alien Registration Number: _____	
Signature	Date

2. Now, complete the form for a classmate. Ask questions and write the information. Please print clearly.

Name: _____	
(Last)	(First)
Address: _____	

City)	(State) (Zip Code)
Telephone: (_____) _____	
Date of Birth: _____	
Social Security Number: _____	
Alien Registration Number: _____	
Signature	Date

Picture Stories: Teachers' Guide

All Levels

Cliff Meyers

In this technique, we want students to draw simple pictures. The topic for the pictures can be any one of the following: "Life In Your Country," "Coming To America," "Your First Day In New York," or "Your Family." Briefly, the steps in facilitating a picture story include: 1) brainstorming questions; 2) drawing pictures; 3) a whole class discussion of several pictures; 4) simultaneous pair or small group oral discussions of pictures, and 5) paired interviews to write a paragraph about one another's pictures.

We like the notion of having students draw pictures for many reasons. First, it's fun and lowers stress. The pictures are usually so poor that it takes the pressure off of speaking perfect English. Secondly, drawn pictures require explanation. It is essential that students converse if they are to understand each other's drawings. Lastly, collecting the pictures and the stories written about them can make a great class publication. Program managers will be able to make the photocopies necessary to give each student a copy of the final class project.

It is nice to start by brainstorming. This gives the class a chance to share what they know as a group and helps build the class confidence and sense of worth. I may put a topic on the board, for example, "Life In Your Country." I would then ask the class, "What are some questions you can ask about this?" or "Think of questions to ask about life in your country." Write the questions up on the board as the students say them, even if they are incorrect. When you have a good number on the board, then go over them as a class, making corrections. Ask the class if each sentence is good or no and try to get them to correct mistakes themselves. If the class does not come up with any questions in the beginning, you can give hints like the following on the board: Where / live? What kind of house / have? or ____ you have ____? Where ____ your family _____. Get your class to fill in the blanks and write the complete question on the board. This can often help generate more questions in a brainstorm. For very beginning students, I may keep everything in the present tense.

Now that the class has a foundation of questions on the board, I might draw a picture of my own on the board or have one ready on a piece of paper to tape up. I am a terrible artist and my students always laugh. Have the whole class ask you questions about your picture and what's happening in it. You can write these questions on the board as you are answering them, if you like. After having modeled the activity, students have a sense of how it works. Now explain that they have to draw a picture and that they will work in pairs or groups of three asking and answering questions about each other's pictures. While the class may groan about drawing pictures at first, once they get started they usually have a lot of fun.

As a warm-up, ask a student to hold up their picture for the class to see. The whole class

Coming to the U.S.A., page 9

can then ask that student questions about their picture. You may want to do this a few times. Stress the importance of speaking only in English before letting them work together. After 10 minutes or so, you can change the groups, so that the descriptions and questions can be practiced further but with new people.

The transfer into written paragraphs is not always so easy. For more advanced classes, explain what you want them to do. Put them in pairs to interview each other about their picture and the topic. You may want to limit them to 10 questions. Have them write out the answers for each other and move around to check, assist and correct. For lower level students, you may need to prepare an interview sheet beforehand with questions about the topic. Start by reading through the questions together. Then, have different students come to the board and write answers to different questions. It's fun to have several students at the board at the same time writing different answers. The whole class can use these answers as models, and can even work together to correct those which need it. When the class is familiar enough with the written answers, you can then put them in pairs to write the interview. Variations can include writing a paragraph about their own picture, using the questions they have brainstormed rather than a teacher-made handout, and doing the writing as homework.

For non-readers, students can dictate their stories to you. Write the story as they say it. Then read the story back to them several times. Finally, ask them to read it with you. It is not expected that students will become readers in the context of a 60-hour course, but if students' initial experiences with literacy instruction are positive, they may decide to continue in an ESL literacy class.

Student to Student Interviews

Intermediate Level

Jane MacKillop

Realia: Map of the World

Questions:

1. Who's from _____?
X is/XX are.
 2. Where is X from?
He's/She's from Y.
 3. Where are you from?
I'm from A.
-
1. **Students make up questions to ask each other.** In order to elicit questions from them, the teacher asks the class to brainstorm possible subjects to ask about and writes them on a flip chart/blackboard. These will probably include climate, language, chief exports/crops, political parties/systems of government, favorite sports, music, dances, etc. Ask the students what questions are not acceptable (e.g., personal information, political affiliations, religious beliefs)
 2. **Form questions.** Students work in pairs to make correct questions and then compare in groups. Teacher can use this time to observe and offer help if needed.
 3. **Students interview each other and write up interviews for homework.** (The interview can also be done over the phone and written up for homework.)
 4. **Interviews are typed and whole class works on one or two in groups,** making sure they understand it, that the interview makes sense, that it is grammatically correct and punctuated according to American usage. (Example attached.)

Example of a corrected interview:

Interview with my classmate about Puerto Rico

1. Where are you from?
Irma is from Puerto Rico.
2. What language do you speak in your country?
In her country, Irma speaks Spanish.
3. How many provinces are there?
In Puerto Rico, there are 72 towns.
4. What's the weather like?
Irma told me that the weather in Puerto Rico is very good; everybody likes the weather because it is tropical.
5. What are the principal sports?
The principal sports in Puerto Rico are baseball, basketball and horse races.
6. What are the principal products?
The principal products are coffee and sugar.
7. What's the name of the capital city?
The name of the capital city is San Juan.
8. What form of government do you have?
Puerto Rico has a Democratic government.
9. What religion are the people?
The people are Catholic.
10. What do you eat in your country?
In Irma's country they eat rice and beans.
11. What kind of music do you have?
She has different kinds of music like: dance jibara, seis chorreao, salsa, bolero and others.
12. What are the principal volcanos?
There are no volcanos.
13. What are the principal holidays?
The principal holidays are July 25, 1950 (citizen), July 4 (Independence), September 1 (day of work), November 25 (Thanksgiving), November 19 (Puerto Rico discovered).

The USA: The Country and the States

Beginning Level

Fiona Armstrong

Materials: a large wall map of the USA, masking tape, Post-It memo pad, markers (Optional: a jigsaw puzzle of USA from Barnes & Noble; F.A.O. Schwarz has a rubber jigsaw puzzle.) Individual copies of maps of the United States (*see samples in the Teacher Reference Section of this Guide.*)

Elicit and pool. Identify the important states. Display your map of the USA. Ask students what it shows. Then point to several states and ask what we call them. Elicit the word states. Ask how many states there are.

Now brainstorm the names of states, the students giving all the names they know. Write any they give you on the board, giving them time to think. Then hand out copies of maps.

Have the students point to and identify the important states, such as California, Texas, Florida and N.Y., helping one another. Ask for volunteers to make flash cards on Post-Its of the names and attach them to the big map, with help from the others.

Practice and use. Have students sit in pairs or small groups to practice identifying the important states. You can break up the jigsaw maps and have them trace these state outlines and match with the map. They could find the states on a map with abbreviated names. Introduce them to the Information Gap exercise on pages 18 - 20. Use any activities that help familiarize them with the locations and shapes of important states and states that interest them; they may have lived in another state or have relatives there.

Turn over responsibility to students. To review, remove the name cards from the big map and have students call on one another to point to a state or ask what state it is. They choose who and what to ask. They can give directions using the puzzle parts. They could even cut up a map and make their own jigsaw puzzle. Give free rein to their imaginations and playfulness. They can put incomplete state names on the board and ask people to fill in the missing letters.

Elicit and pool. When they feel comfortable with the map, talk about the major cities. Find out which they know. Find and discuss Washington D.C. and elicit what it is. If necessary, teach the word *capital*. Now see if they can tell you the capital of New York State. Have them tell the names of the capitals of their own countries and any other world capitals they know.

Demonstrate mastery. Use the jigsaw of the USA. Hand out the pieces to different students. Have the students work together to assemble it. Let them work out how they will do it and struggle to communicate about it. Watch to see who seems to know and who needs help.

Coming to the U.S.A., page 13

Divide the students into groups of 3. Give each group a copy of a map without the names of the states or one with abbreviations of the names of the states (*see the Teacher Reference section of this Guide*) and have them fill in all the names they can. Leave your large map on display so that students can refer to it while doing the activity.

The USA: The Country and the States

Intermediate Level

Fiona Armstrong

Materials: one or more large maps of the USA, copies of the small individual maps of the USA (*see the Teacher Reference Section of this Guide*) at least one map per group, cards, Post-It pad, markers, tape and a pointer.

Divide the students into heterogeneous groups of 4, with students from different first language groups working together, when possible.

Elicit and pool. Ask how many states there are in the USA. Brainstorm the names of different states but do not write them. Give each group one long piece of paper and ask them to list all the states they can think of, one list per group. When they slow down, put up or spread out your large map(s) of the USA, so that one person can look, another spell names, the third write, in each group. Encourage the groups to find missing names by comparing lists until all have 50.

Discuss which are the most important states. Ask students to say why they are important.

Practice and use. To review the names of states hand out small maps with abbreviations of state names, at least one per group. Have the students refer to their lists and write in the full names. As groups finish, ask them to find out what is the only letter in the alphabet that does not occur in any state name. (The answer is "Q.") Have groups describe their problem-solving strategies.

Elicit and pool. Elicit the names of important cities. Discuss Washington D.C. with the class. What is it? What does DC stand for? How is it different from Washington state? Elicit the word *capital* and ask them what happens in Washington D.C. Pool whatever they know about it at this stage. Now elicit the names of the capitals of their countries. Next ask if anyone can tell you the capital of New York State. Have them find it on a map.

Describe the regions of the USA using compass directions. This activity is optional, but students enjoy the new understanding they have of the USA.

Elicit and pool. Put up a large map of the USA. Write *N* on a card and attach it to the map. Ask students what it stands for. Elicit *South*, then *East* and *West*. Have students attach cards with the letters *S*, *E*, *W* to the other sides of the map.

Point to the two ocean coasts and discuss the word *coast*. Elicit *East Coast*, *West Coast*, or *Pacific Coast*, *Atlantic Coast*. Introduce the Gulf Coast. Point to the South around it, and the states in the south on the border of Mexico. Then point to the north on the border of Canada. Using your pointer, show the students the NE and then the NW, move down to the SW and the SE.

Coming to the U.S.A., page 15

Hand over responsibility and practice. Now give each group one copy of the questions that follow and have them work with their small maps. The groups divide the responsibilities, with one student reading the questions, someone else looking for the answers and spelling them, and someone else writing the answers on their answer sheet.

Demonstrate mastery. When the groups finish, go over the information together. For homework, have the students find what are the smallest, and largest states in size and in population.

As a final activity, have each group choose an important state and find out more about it, using pictorial encyclopedias and other simple reference books. If possible, plan a trip to the reference section of the library.

Questions on the Different Regions of the USA

Intermediate

On your map of the USA, write N, S, E, W and NE, NW, SE, SW.

1. Find the West Coast next to the Pacific Ocean. What states are on the West Coast?
2. Find the East Coast next to the Atlantic Ocean. What 14 states are on the East Coast of the USA? Write the names.
3. What states are next to Mexico, in the South West?
4. What 5 states are in the Northwest?
5. What 12 states are in the South, near Florida, and south of Washington, D.C.?
6. What are 10 states in the Northeast around New York? Ask an American what states are called New England.
7. What are 12 states in the middle of the USA near Chicago? They are called the Mid West.
8. What is the longest river in the USA? Find it on the map. What states are along this river?
9. What states have you been to? What states would you like to visit. Why?

Answers to questions on the different regions of the USA:

1. Washington, Oregon, California
2. Maine, New Hampshire, Massachusetts, Rhode Island, Connecticut, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia, Florida, New York
3. Texas, New Mexico, Arizona, California
4. Washington, Oregon, Idaho, Montana, Wyoming
5. Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana
6. Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut, Pennsylvania, New Jersey, Delaware, Maryland
7. Minnesota, Wisconsin, Iowa, Illinois, North Dakota, South Dakota, Nebraska, Kansas, Missouri, Indiana, Ohio, Michigan
8. The Mississippi River: Mississippi, Louisiana, Arkansas, Tennessee, Kentucky, Missouri, Illinois, Iowa, Wisconsin, Minnesota

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Information Gap: Teachers' Guide

All Levels

Jim Roth

Doing an information gap the first time requires a careful explanation. But once understood it's a wonderfully communicative activity that you can use over and over with your class. It's also an activity that teachers can make by themselves easily.

The simplest way to explain an information gap is to first quickly hold up the A and B sheets in front of the class. Point to number 1 on the A sheet and number 1 on the B sheet and walk around the room showing students that one is blank and the other is filled in. A diagram on the board showing this concept is also helpful.

When doing information gaps the first few times the class should be broken into two groups and separated. Students in one group should each receive a copy of Sheet A, and the students in the other group should each have a copy of Sheet B. You should ask the A group which letters are blank and write them on the board. Do the same for the B group. Point out again that what's blank on the A sheet is filled in on the B sheet and vice versa. Then have someone from the A group ask about a blank in their sheet. Write the question on the board: "What is C?", for example. Get someone from the B group to answer it.

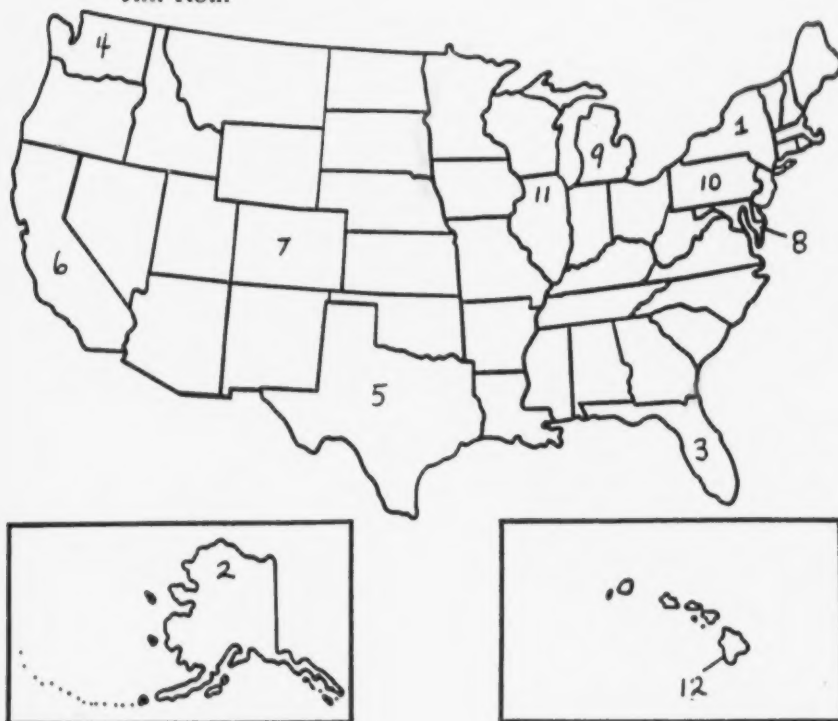
Ask the students what they should do if they don't understand the answer. Elicit the sentences "Please repeat", "Repeat slowly", and "Please spell" (and any variations from the group and put them on the board. Then write the answer on the board, "It's a mouth. M-O-U-T-H".

If it's the first time you're doing an information gap it's probably best to complete the exercise with different students from the two groups asking each other questions. You can supervise, making sure that they ask each other to spell and seeing that students are filling in their blanks. After students have done an entire information gap activity in two large groups once or twice, they can do the next one in pairs; one student has the A sheet, and the other student has the B sheet. Students should be encouraged not to look at each other's paper.

Twelve States: Information Gap

All levels

Jim Roth



Talk to your partner.

Ask: What is number ____? Please spell it.

1. New York

2. _____

3. Florida

4. _____

5. _____

6. California

7. Colorado

8. _____

9. _____

10. Pennsylvania

11. Illinois

12. _____

Coming to the U.S.A., page 19

Twelve States: Information Gap

Jim Roth

All levels

B



Talk to your partner.

Ask: What is number ____? Please spell it.

1. _____

2. Alaska

3. _____

4. Washington

5. Texas

6. _____

7. _____

8. Maryland

9. Michigan

10. _____

11. _____

12. _____

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A Cooperative Reading Activity: Teachers' Guide

All Levels

Cliff Meyers

One way to turn reading into an interactive activity is to divide it into parts. Longer stories can be divided into pages or paragraphs while shorter stories and dialogues can be cut up into smaller pieces. In this story about the "First and Second Americans", I suggest dividing it up into 3 or 4 parts.

First, ask the students what they know about Indians and the early Europeans. Elicit and share some background information as a whole class. You should touch on the history, relevant concepts, and some of the key vocabulary before moving into the activity, but don't go too deep or you'll tell the whole story and spoil the reading.

Next, explain to the class what you want them to do. I think it's important to give clear directions that allow students to see where they are going and what is expected of them. You are going to divide the class into 3 or 4 groups. Each group will receive a different part of the story. The members of a group will read their part, work out vocabulary and most importantly, try to summarize or retell the story to each other as a group. The idea is, that after 10 minutes or so, when the different groups understand their different parts well, you re-arrange the groups. The new groups should be made up of members from each of the original groups. In other words, each member has a different part of the story. This way, by telling their parts to each other, the new groups can reconstruct the entire story.

Now try explaining that to your students. I find a couple of things help when trying to give complicated directions. Hold up and show the class the whole story, then hold up the parts. This gets a big point across. Use the blackboard. Draw X's and O's, *'s and +'s to represent members of different groups. Now it's easier to explain how the parts will be distributed and how the new groups will be formed. Be patient. Your class will catch on and enjoy themselves.

One thing I've done, which is an option, is to pass out the comprehension questions before you form the new groups. When they move to their new groups, the questions can help them retell their part. I don't like students to read each others' parts. That takes away from the interactive and cooperative aspects of the lesson. This same kind of activity can be used with most readings, and variations on this theme abound.

Coming to the U.S.A., page 21

The First and Second Americans: A Cooperative Reading Activity

Intermediate Level

Jim Roth

Now more than 230 million people live in the United States. It is hard to believe, but many thousand of years ago no people lived in North or South America. The first people came to America by walking from Asia to Alaska. No, they did not walk on water. At that time there was land between Alaska and Asia. This was between 12,000 and 25,000 years ago. Because these people were the first to America we call them Native Americans.

The Native Americans moved to many parts of the U.S. They found their food and made their clothes. In the Northwest they ate a lot of fish. In the Southwest there was little rain and they grew corn, beans, and cotton. The Native Americans in the Midwest hunted buffalo. Millions of buffalo lived on the flat land we now call the Great Plains. In the Northeast there were great forests where Native Americans killed deer and turkey for food. They also grew corn and beans. They used stone and bones from animals to make the tools and weapons they use to farm and hunt.

When Christopher Columbus came to America in 1492 he met the Native Americans. He called them "Indians" because he thought he was in India. Many people still call Native Americans "Indians." Many people followed Columbus looking for gold, spices, adventure, freedom to practice their religion, better education, and new jobs. Some people didn't want to come and were slaves. There are many stories about their trips to America. They often came in boats that were full of sickness. The people could move very little in these boats. Many of these people stayed and became immigrants to America. They are now called Americans.

But the first Americans were the Native Americans. These are the people Columbus called Indians. The Native Americans lost most of their land. The United States government said many times the Native Americans could keep their land. But slowly the government bought or stole their land. The Indians didn't really understand money and they didn't really believe that people could own land. So they sold their land for cheap prices. They sold Manhattan for about \$24 worth of beads and tools. Much of the history of the world is about people taking land from other people. Things would be very different today if the Americas still belonged to its native peoples. Maybe we wouldn't be here.

The First and Second Americans: Questions

Intermediate Level

Jim Roth

1. How many people live in the United States?
2. How did people walk from Asia to Alaska?
3. When did they walk?
4. What is the name of the first people in the Americas?
5. What did Native Americans eat in the Northwest?
6. What did they grow in the Southwest?
7. What lived on the Great Plains?
8. What did Native Americans eat in the Northeast?
9. Why did Christopher Columbus call Native Americans "Indians"?
10. What were some of the reasons Europeans came to the U.S.?
11. How did they travel to America? What was the trip like?
12. What happened to the Native Americans' land?
13. How did it happen?
14. How much did the Indians sell Manhattan for?
15. What would the Americas be like if they still belonged to the Native Americans?

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The Statue of Liberty: Teachers' Guide

All Levels

Jim Roth

This packet contains several activities on the Statue of Liberty. It contains a pre/post reading exercise and a strip story, as well as two information gaps.

Before doing any exercises on the Statue of Liberty, elicit what the students know. The following are examples of questions that could be asked (with the teacher writing notes on what students say on the blackboard.)

- What are some symbols of freedom in your country/the USA?
- What is one symbol of freedom in New York harbor?
- What do you know about it?
- Have you been there? What did you think of it?

Then, to prepare students for the strip story, they can read or listen to the true/false statements on page 26. When they finish the strip story, they can do the true/false exercise again and compare their new answers to their old ones.

The Statue of Liberty Strip Story: Teachers' Guide

This activity can be done in many ways. The story can be cut up and a sentence or two given to each student (or to a pair of students). If you want the students to listen later and put the sentences in order, you should white out the numbers on the sentences. Students should be told that they are going to read their sentence to the group later. They should be asked not to show different sentences to each other yet. Students can be asked to memorize their sentence or just read and understand it. The teacher should be off to the side helping those students with questions about pronunciation and vocabulary.

Once students are comfortable with their sentences, they can be asked to read them to the group, or, to make it harder, the sentences can be collected and the students can say them from memory. Students will have to read the sentences several times and should be encouraged to ask for clarification by saying: Please repeat, please speak more slowly, please spell, etc.

After hearing the sentences several times the students can try to put them in order (make sure to white out the numbers of the sentences before handing out the strips), or each student can dictate their sentence for the group. Student-led dictations are difficult at first, but they soon become extremely valuable exercises when students are encouraged and become comfortable with asking each other for clarification. After writing the dictation in their notebooks, the students can write the dictation on the board or newsprint and the student who had the original sentence can correct the sentence. A nice wrap-up to this

Coming to the U.S.A., page 24

activity is to hand out the sentences one more time and have students practice in pairs acting out their sentences. The goal is to eventually have students act them out for the whole class to guess which sentence is being acted out.

Statue of Liberty Information Gaps: Teachers' Guide

The information gap activities A and B are for all levels, including beginners, and practice the names of the parts of the statue. The directions on page 18 will give you guidance on how to do this information gap with your class.

If you do the information gap C and D, students need to be familiar with numbers, feet, inches, meters, and centimeters. You can put on the board some measurements such as 6'11", 2'2" 4.3 m., 19 cm., etc. and get students to say them. Then write out the measurements with the words *feet*, *inches*, *meters*, *centimeters*, etc. on the board. (One meter = 39.37 inches and one centimeter = .39 inch).

Then you can ask different students how tall they are, what their waist size is, etc. and write these measurements on the board. A calculation from metric to the U.S. system for one of the measurements helps students see the relationship. You should dictate a list of measurements that students write in their notebooks. Then students should work with a partner to practice saying a list of measurements you put on the board.

Before going on to the C and D information gap you need to get students to define the words *length*, *height*, and *size*. Also they should practice asking questions, e.g., "What is the length of the arm?" Working in groups, individual students can fill in the blank at the board, if you think they still need guidance. Once they are comfortable with an information gap activity, they can work with partners.

Coming to the U.S.A., page 25

**The Statue of Liberty:
True/False Questions**

Intermediate Level

Jim Roth

- _____ 1. The man who designed the Statue of Liberty was American.
- _____ 2. The statue wasn't finished in time for the USA's birthday in 1876.
- _____ 3. The statue was designed and constructed in France.
- _____ 4. The statue's face was made to look like the face of Martha Washington, George Washington's wife.
- _____ 5. The statue was sent to New York in a big ship without taking it apart.
- _____ 6. When the statue arrived in the U.S. eight years passed before New Yorkers saw it in N.Y. Harbor.
- _____ 7. The statue represents freedom and friendship between England and the United States.
- _____ 8. When the statue was finished there was a big celebration, and President Abraham Lincoln visited New York.

The Statue of Liberty: Strip Story

Intermediate Level

Jim Roth

1. The Statue of Liberty idea was born in France in 1865 at a dinner party with a French historian, Edouard deLaboulay, and a young French sculptor, Auguste Bartholdi.
2. They wanted a statue to celebrate the USA's 100th birthday in 1876 and the long friendship between the USA and France.
3. Bartholdi went to the USA and worked hard to find money for the statue.
4. There was money in France to begin his work. In 1873 he made many models. In the models, the statue's face looked like his mother's.
5. Only the hand and torch of the statue were ready by 1876. They were in Philadelphia for the USA's 100th birthday celebration.
6. The statue stood finished in a Paris neighborhood in 1878. A year later it arrived in the USA in 300 numbered boxes.
7. But there was no base for the statue to stand on. Joseph Pulitzer, a Hungarian immigrant and newspaper publisher, helped to advertise to find \$125,000 to build the base.
8. In 1884 the base was begun. It was finished in 1886. Six months later the statue was rebuilt on the base following the numbered boxes.
9. President Grover Cleveland visited New York to see it. Fireworks and a big celebration filled New York Harbor.

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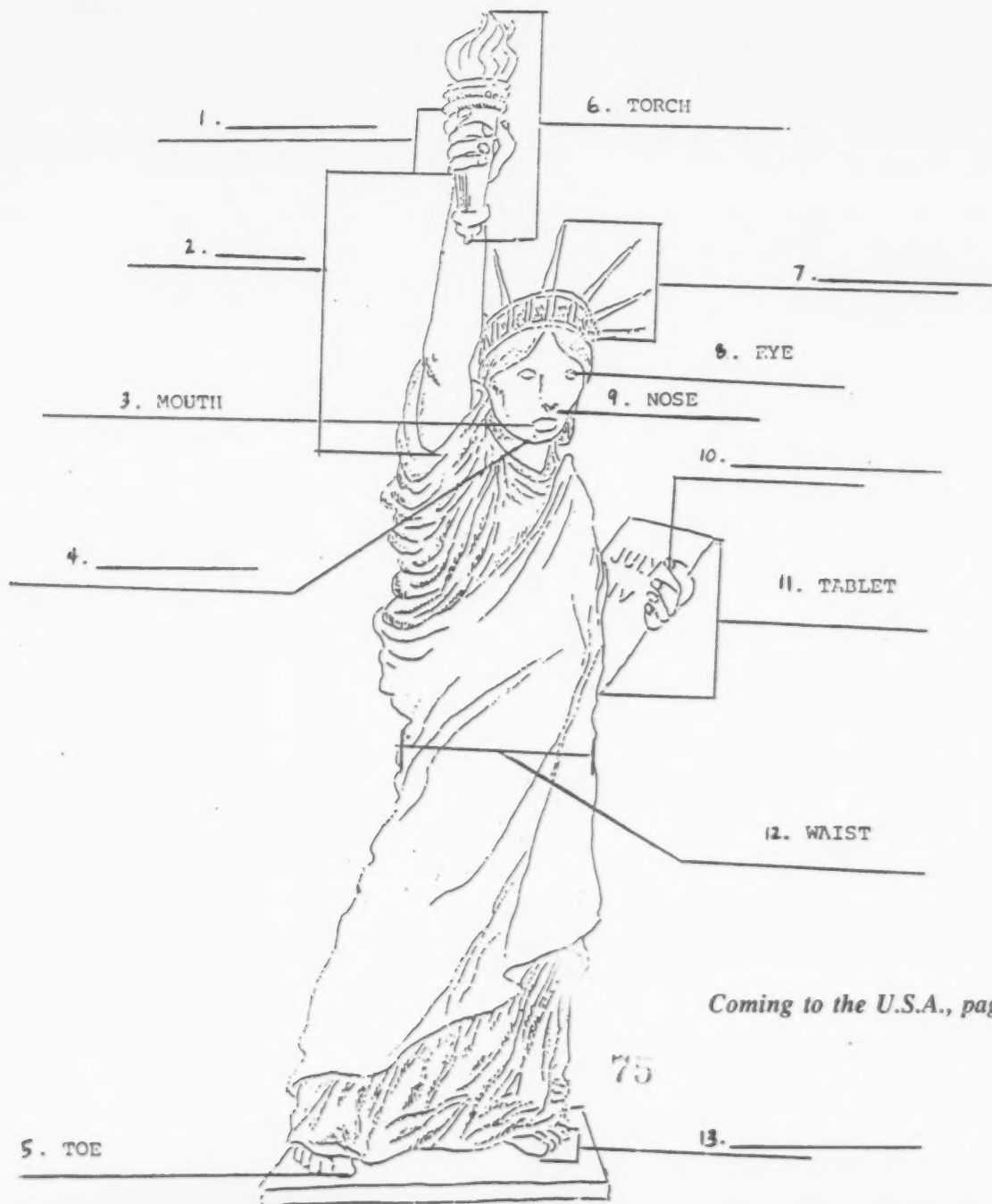
The Statue of Liberty: Information Gap

All levels

Jim Roth

A

Please fill in the blanks below. The person with Sheet B can help you with the words and their spelling.



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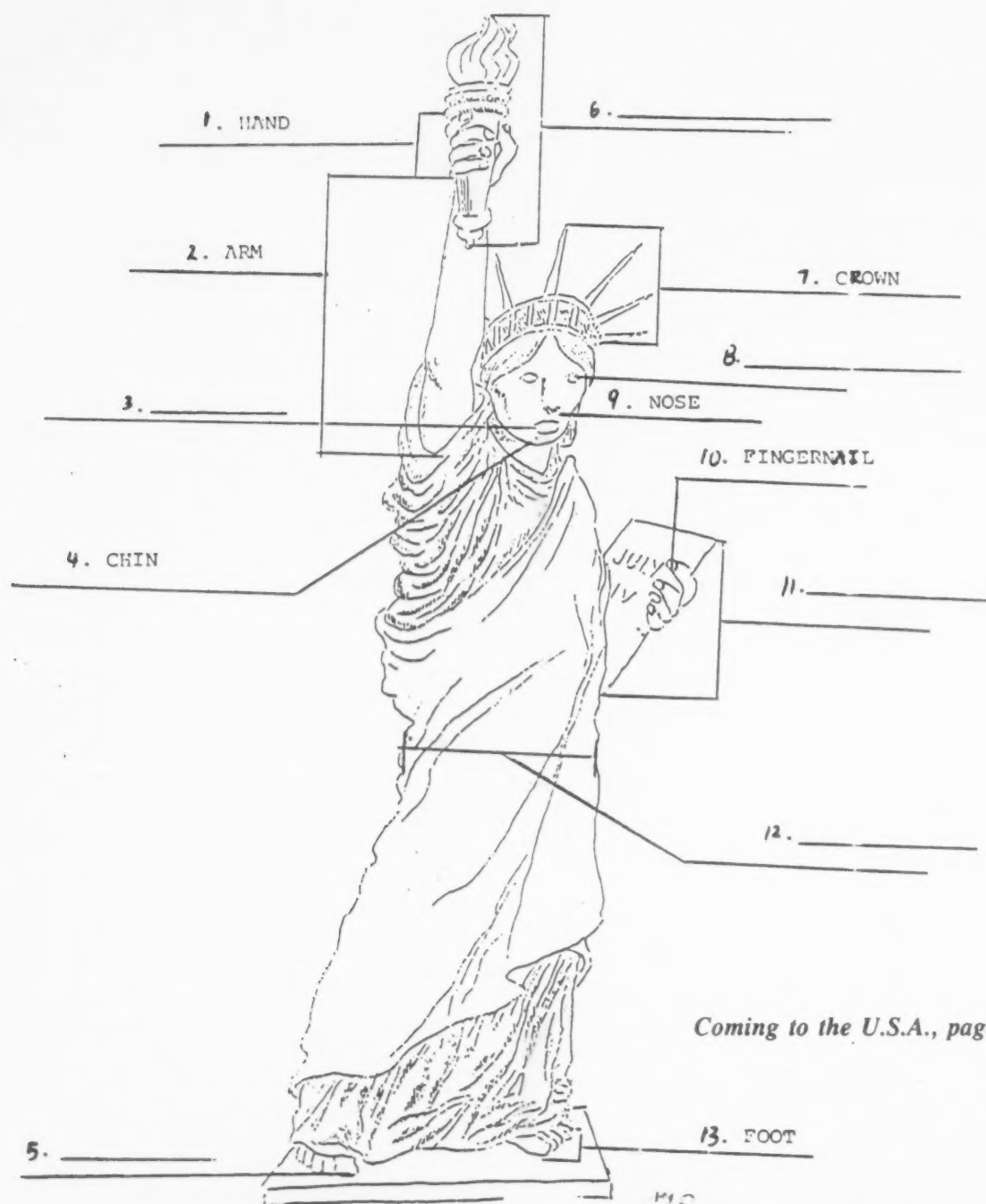
The Statue of Liberty: Information Gap

All levels

Jim Roth

B

Please fill in the blanks below. The person with Sheet A can help you with the words and their spelling.



Coming to the U.S.A., page 29

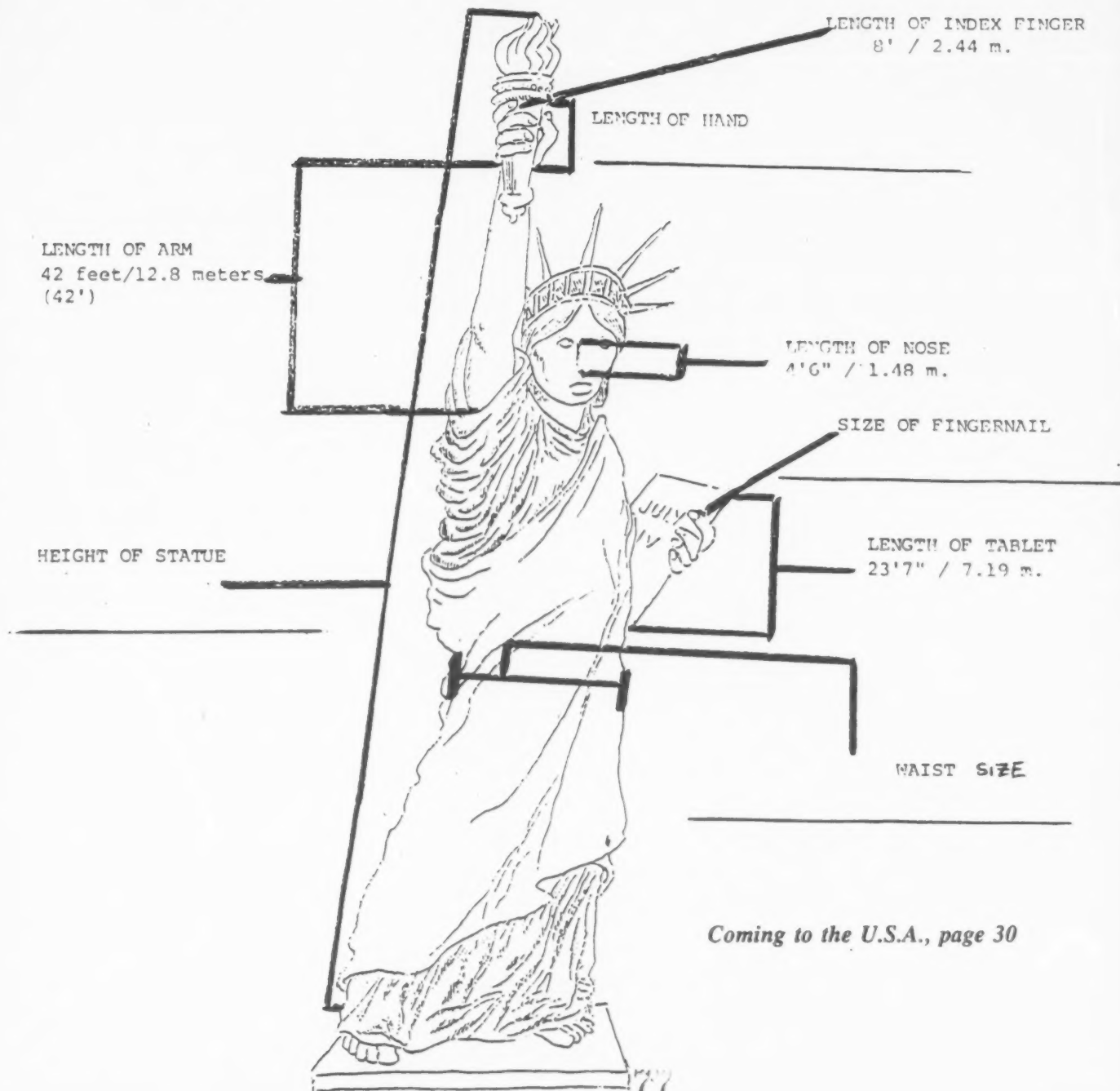
The Statue of Liberty: Information Gap

Intermediate Level

Jim Roth

C

The Statue of Liberty is BIG! Some of its measurements are below. Your partner with Sheet B will help you fill in the blanks below. Remember, the (') symbol means *feet* and the (") symbol means *inches*.



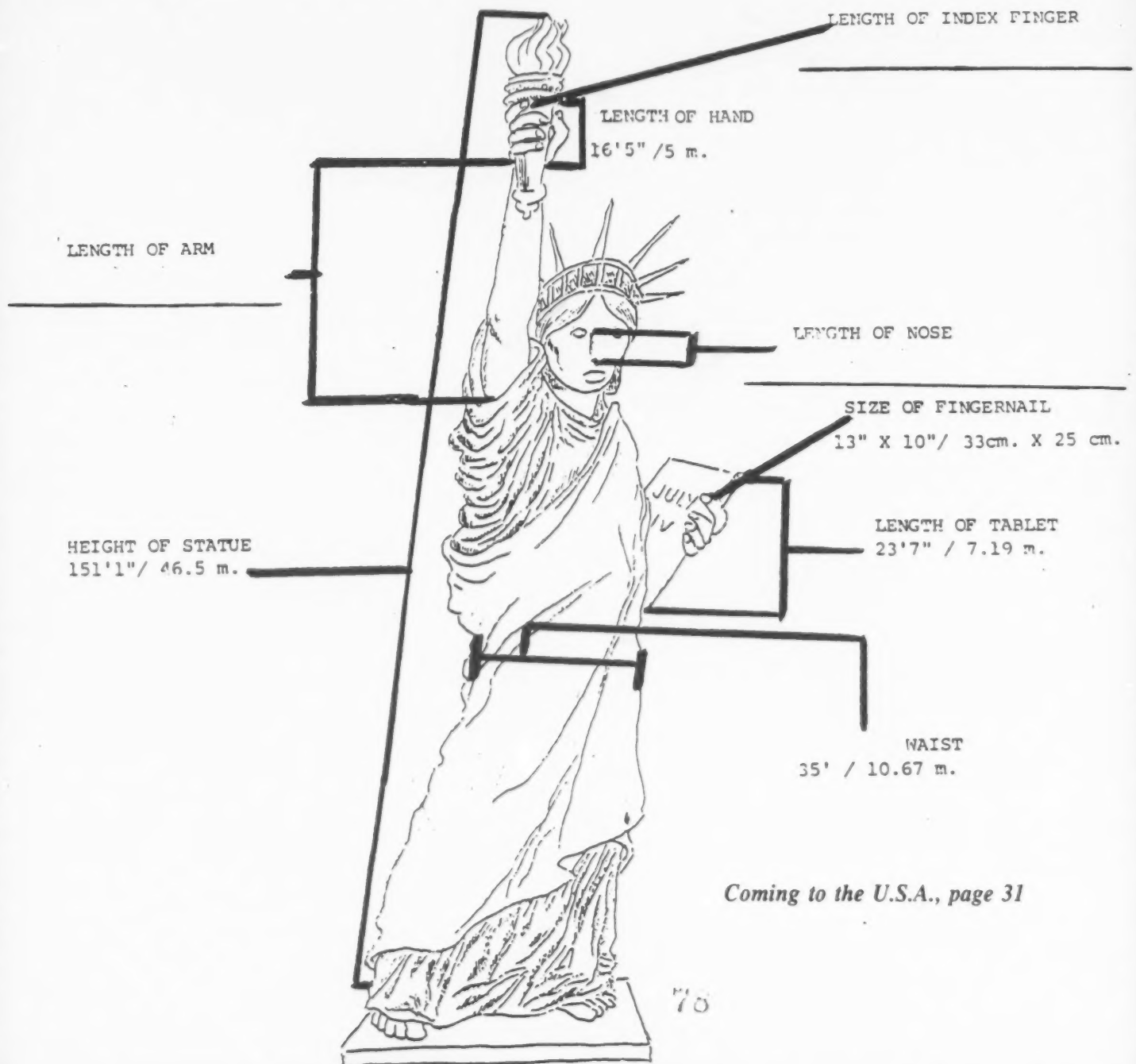
The Statue of Liberty

Intermediate Level

Jim Roth

D

The Statue of Liberty is BIG! Some of its measurements are below. Your partner with Sheet A will help you fill in the blanks below. Remember, the (') symbol means *feet* and the (") symbol means *inches*.



Coming to the USA: Student Quiz

All Levels

Jim Roth

The quiz below can be given by the teacher or a peer to 1, 2, or 3 other students. The tester asks the questions and the student answers, spelling and pointing where necessary. A large map of the United States needs to be posted to do this test.

1. Where are you from? Please spell it.
2. When did you come to the U.S.?
3. Where do you live? Why did you come here?
4. What's your alien registration number?
5. What is one way the U.S. is different from your country?
6. What is one right the Bill of Rights gives you?
7. What is the capital of the United States?
8. Where is the U.S. capital on the map? Please point.
9. Where is New York State on the map? Please point.
10. What is the capital of New York State? Please point.
11. Please point to California, Texas, and New York on the map below.
12. How many States are there in the U.S.?



Coming to the U.S.A., page 32

Teacher Reference Section
Coming to the USA

The Bill of Rights (1791)

- AMENDMENT 1** Guarantees freedom of religion, freedom of speech, freedom of the press, the right to hold peaceful meetings, and the right to petition the government.
- AMENDMENT 2** Guarantees the right to bear arms and organize state militias.
- AMENDMENT 3** Prohibits the forcing of private citizens to keep soldiers in their homes in peacetime and limits it in time of war.
- AMENDMENT 4** Prohibits searches by the government without a warrant.
- AMENDMENT 5** Requires a grand jury for serious criminal charges; prohibits military trials of people not in the military; prohibits the forcing of an accused person to testify against himself or herself; guarantees that no one may have liberty or property taken away without due process of law.
- AMENDMENT 6** Guarantees a speedy trial by jury in criminal cases.
- AMENDMENT 7** Guarantees a jury trial in most civil cases.
- AMENDMENT 8** Prohibits excessive bail and fines and cruel and unusual punishment.
- AMENDMENT 9** Gives rights not mentioned in the Constitution to the people.
- AMENDMENT 10** Reserves all the rights not delegated to the United States for the states and the people.



FREEDOM OF RELIGION



FREEDOM OF THE PRESS



FREEDOM OF SPEECH



RIGHT OF TRIAL BY JURY



RIGHT TO FORM STATE MILITIA



RIGHT TO PETITION



RIGHT TO HOLD MEETINGS

Have students use their dictionaries and read this page the night before. Then discuss their answers (yes or no) and discuss which rights they think are the most important. The writing assignment should be at least 100-125 words.

Would you answer yes or no to the following questions?

- _____ 1. Can you be sent to prison without having a chance to prove your innocence?
- _____ 2. Can newspapers print opinions that are against the wishes of the President?
- _____ 3. Can you say anything you want to as long as it doesn't hurt other people?
- _____ 4. Can the government tell the people which church to go to?
- _____ 5. Can police officers search your home and take your property without telling you why or what they are looking for?
- _____ 6. Can a person who has been charged with a crime demand a quick and fair trial?

Writing: Write a paragraph summarizing what you believe are the most important rights and responsibilities an American citizen can have.

Amending the Constitution

Since the Bill of Rights was created in 1791, other amendments have been added to the Constitution. There are now 26 amendments.

An amendment is difficult to create. An amendment can be created when two-thirds of each house of Congress approves the amendment. Then, the amendment must be approved by three-fourths of the 50 states.

Several amendments help to expand the rights of people in the United States. Some of these amendments include:

- Amendment 13 (1865)—Slavery is declared illegal.
- Amendment 15 (1870)—People of any race can vote.
- Amendment 19 (1920)—Women are allowed to vote.
- Amendment 24 (1964)—No person can be forced to pay money to vote for members of Congress or the president.
- Amendment 26 (1971)—Citizens 18 years old or older can vote.

Other amendments have been created to help the government function better. Some of these amendments include:

- Amendment 16 (1913)—Congress can tax the money people earn.
- Amendment 22 (1951)—A person cannot be elected president more than twice.

An amendment can be changed by another amendment. For example, in 1919, the Eighteenth Amendment prohibited the sale of alcohol. Then, in 1933, the Twenty-first Amendment legalized the sale of alcohol.

The prohibition and legalization of alcohol show that the Constitution is flexible. Amendments allow the Constitution to be adapted to social changes in the United States.

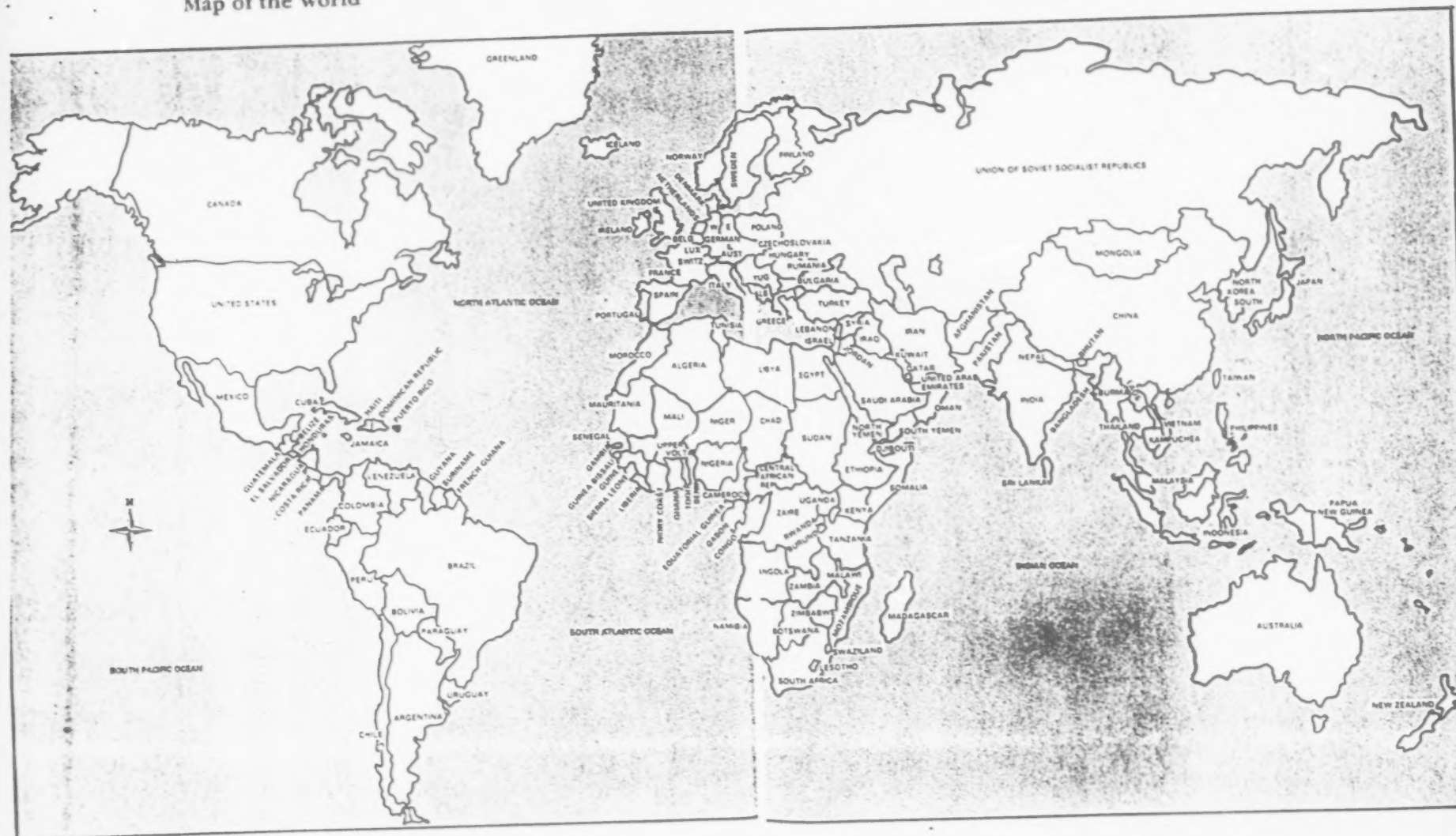
AFTER YOU READ

Choose the best answer to complete the sentence.

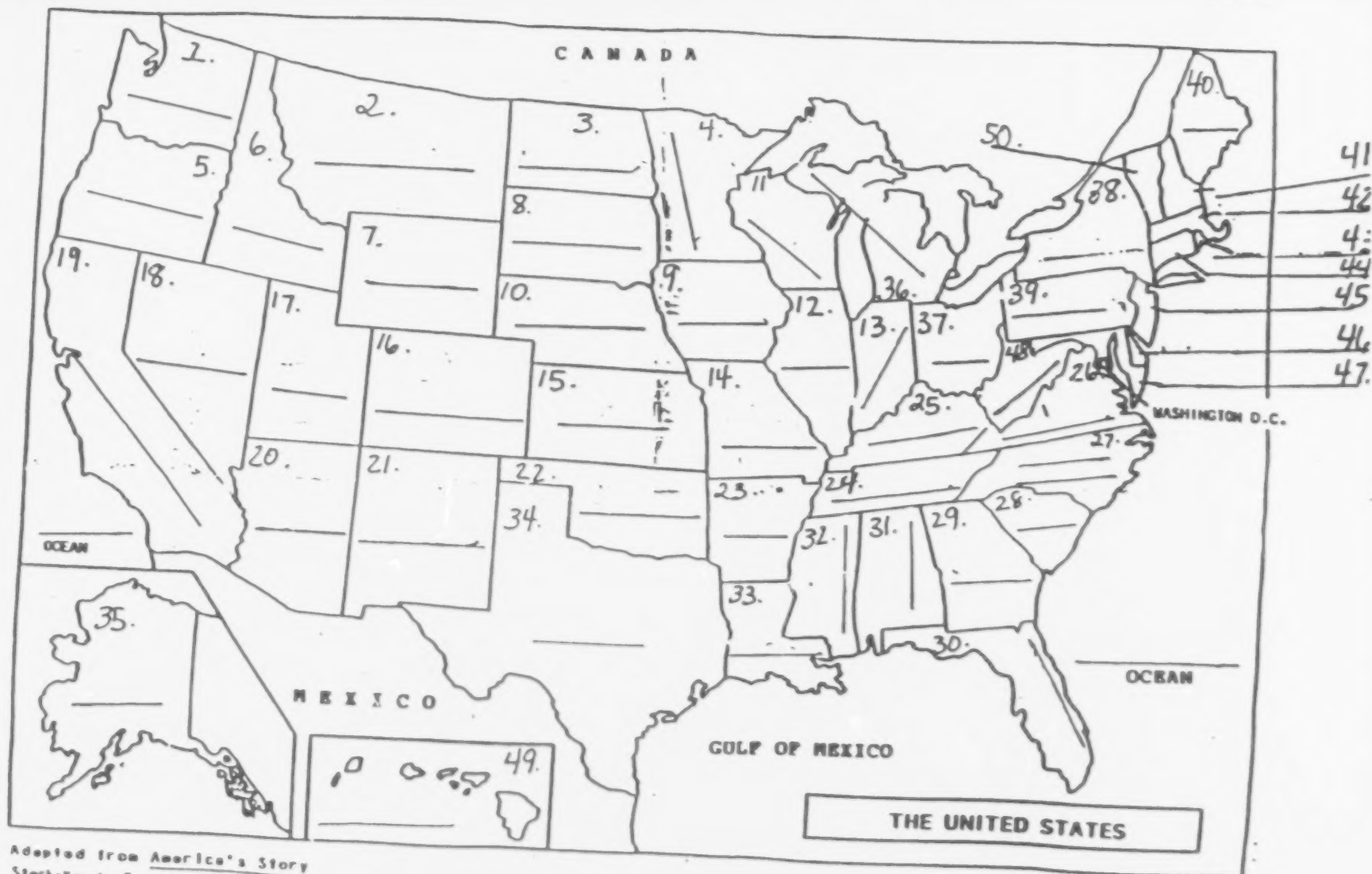
- | | |
|---|--|
| <p>1. An amendment</p> <ul style="list-style-type: none">a. can be created easilyb. can be created only if the president approves itc. is an addition to the Constitutiond. can never be changed | <p>2. Because of amendments, the Constitution</p> <ul style="list-style-type: none">a. is not necessaryb. can reflect changes in American societyc. does not need to be changed anymored. is the same as it was in 1791 |
|---|--|

Appendix 3

Map of the World



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Adapted from *America's Story*
 Stock-Vaughn Co., 1985, p. 118

ESL/ADJESTY PREPARATION MODULE
 LAUSD/DADE/Adult ESL Programs 7/88

THE STATES / U.S. map



From: Look at the U.S., Book 1, Carole Cross; Contemporary Books

Map of the United States



Appendix 3

From: Look at the U.S., Book 1, Carole Cross; Contemporary Books

Map of the United States



Appendix 3

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Constitution and Government Resource Packet

**A Guide to Teaching ESL
in Amnesty Preparation Classes**

Acknowledgements

This **Guide to Teaching ESL in Amnesty Preparation Classes** was developed through the cooperation and collaboration of many agencies and individuals. Initiated by The Office of Academic Affairs of The City University of New York, the project reaffirms the strength of literacy providing agencies working together to deliver quality services to the adults of New York City.

The following agencies and individuals are responsible for the development of this material:

**ABE/HSE/ESL Services
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Dan Rabideau

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New York City
1989

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I. Introduction

Over the next several years, over 100,000 residents of New York City will enroll in specially-focused ESL classes as part of their amnesty requirements. For many previously illegal aliens, these classes form a bridge into the adult education system and the community. Students enrolled in these classes will learn basic English language skills in the contexts of U.S. citizenship and history. These contexts serve to ground the students in their new culture and provide a framework for the acquisition and practice of language.

The purpose of this guide is to help teachers provide instruction that effectively integrates the development of basic language skills and content area knowledge. It contains a curriculum of content area objectives, resource packets corresponding to the objectives, teaching strategies and a bibliography.

II. Curriculum and Resource Packets

A. Curriculum

The curriculum is a listing of objectives in 12 broad areas. Ten areas correspond to the major U.S. holidays: Labor Day, Columbus Day, Election Day, Veterans' Day, Thanksgiving, Martin Luther King's Birthday, Presidents' Week, Memorial Day, Flag Day and Fourth of July. Some of the objectives appear more than once to allow for recycling and review.¹

Objectives in 2 additional areas, Coming to the U.S.A. and The Constitution, are not tied to a particular holiday and can be used to supplement instruction at any time.

Each of the objectives is designed to be within reach of students at all levels of ESL proficiency. Students will develop their oral language skills as they engage in activities designed to teach the content areas. Activities for beginning students should be simple enough to accommodate their limited vocabulary and fluency. More advanced students will work on the same objectives but in greater depth, using activities that require more fluency. The number of objectives addressed in a given course will vary with the level of English language proficiency and the level of literacy of the students. The objectives covered will vary depending on the time of year covered by the 60 hours of instruction.

The curriculum is intended to provide limited English-speaking students with the basic history and civics they will need as they take the first steps toward citizenship. Students whose language skills are advanced enough to prepare for the Permanent Resident Status Interview Examination or the Naturalization Interview will also find this curriculum helpful.

B. Resource Packets

Teaching resource packets have been developed for each of the 12 broad areas of the

¹The objectives were adapted from several sources including the Immigration and Naturalization Service, the CASAS IRCA Project and the New York State Education Department IRCA Curriculum.

curriculum. The packets are designed to provide communicative activities that will develop students' language proficiency and lead them to mastery of the content objectives.

The packets contain the specific objectives for a particular area and instructional materials such as readings, pictures, maps, and sample lessons for use with students at various levels of language proficiency. Each packet also includes a quiz that students may use to check their understanding.

III. How to Use the Packets

The instructional packets were designed to stand alone; nevertheless, *A Guide to Teaching ESL in Amnesty Preparation Classes* is included as part of this series. It contains an overview of instructional issues and strategies relevant to the Amnesty preparation classes.

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Objectives for The Constitution and Government

1. Name the President of the United States.
2. Name the Governor of New York.
3. Name the Mayor of New York City.
4. Say what the Constitution is (the law of the land), the 3 parts (preamble, articles, amendments), and say why each is important.
5. Say when the Constitution was written.
6. Identify the Bill of Rights as the first 10 amendments and name one or more according to ESL level.
7. Name the three branches of government (executive, legislative, judicial).
8. Say who works in the executive branch (President and Vice President).
 - Say how often they are elected.
 - Say where the President lives.
 - Say two things the President does.
 - Say who the first President was.
9. Say what the Legislative Branch (Congress) does.
 - Name the two parts of Congress.
 - Say where the Congress meets.
 - Say the number of senators elected per state.
 - Name the two senators from New York.
 - Say why New York can elect many representatives.
 - Name the representatives from their district.
10. Say what the judicial branch is and what it does.
11. Name the three levels of government and give an example of what each does (federal, state and local).

Picture Story Teacher's Guide

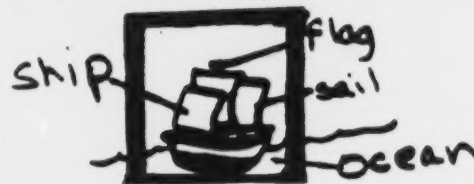
All Levels

What is a picture story? A picture story is a series of pictures that make a story. Different stories can be made by changing the order of the pictures. All levels of students can practice vocabulary, speaking and listening skills by using the pictures. More advanced students can write the story and/or practice reading it.

Procedure for Using a Picture Story

1. If this is your first activity from this packet **elicit what students know about the subject of the picture story using a mind map.**
2. **Use the large illustrations included in the packet.** Tape the pictures to the blackboard. Ask students to come up and stand around the pictures.

3. **Elicit from the students the vocabulary they know about the pictures.** Write the words and draw lines to the appropriate objects in the picture.



4. Tell students that they are going to put the pictures in order to make a story. **Model putting pictures in order to make a story** by making rough stick-figure sketches of the following in three boxes on the board: someone sleeping on a bed, someone under a shower, and someone at a table eating. Ask students to put the pictures in order to show a morning routine. Then, ask students to put the pictures in order to show a night-time routine.

These pictures have at least two sequences. For someone getting up, the sequence is: sleeping, and then showering and eating. For someone going to bed it could be: eating, showering, and then sleeping. Stress that more than one order is always possible for picture stories.

5. Make groups of four to five students. Make enough copies of the big pictures (in this packet) so that each group can have a set of pictures. Ask students to **arrange the pictures on a table or on the floor to make a story.** Tell them that more than one story is possible. **Intermediate students** could also write sentences on cards for each picture or have a secretary write the story.
6. Ask the groups to stand up and look at the other groups' arrangements of the pictures, and look for differences. Or have students in each group stand up, each holding one picture, in the order of their story. More intermediate students can also tell their story to the class.
7. Hand out copies of the **Picture Story Grid** (included in the packet). Ask students if this arrangement is different or the same as their story. Stress that there are many possible arrangements of the pictures, and that they are all correct.
8. **Summarize the story by reading the "Picture Story Description Cards"** in this packet. Read the text at least two or three times, pointing to the corresponding pictures

as you read the sentences. Then, ask students to point to the pictures as you read the sentences.

9. **Read sentences from the story out of sequence**, and have students indicate to you which picture the sentence refers to. They can do this by holding up the appropriate picture from their grid or large set of pictures. Alternately, students can go to the board and point to the large picture that is being described.
10. **Total Physical Response Activity.** Read each description again. Mime the action that is used in the description. For example, if you read, "Aldo and Elena fill out a voter registration form," pretend you are writing in the air with your hand. After you mime an action for each picture, read each of the sentences several times, with the class demonstrating the mime that goes with the picture, until you think they are comfortable with the picture/mime association. (*See Total Physical Response Teacher's Guide in this Packet.*)
11. **Turn control over to the students.** Play a Concentration Game using the cards included in the packet. See **Concentration Game Teacher's Guide** and the Picture Story Concentration Cards (for all levels) or the Picture Story Description cards (for intermediate students) in this packet.
12. **Activities for intermediate-level students:** Intermediate students can write their own version of the story. They could also listen to sentences from the story and **do a dictation.**

Prohibition Pictures

Total Physical Response

All Levels

Total Physical Response Activities give learners the opportunity to hear and practice the language associated with the pictures in the packet. Students associate the language with a physical activity similar to the way in which we learned our first language; *Look at the dolly, Drink your milk, etc.*

After the vocabulary of the pictures has been introduced, read the description cards. As you read them, mime the action that is used in the description.

The following actions might be used to mime the Prohibition Picture Story in this packet:

1. Mime someone drinking.
2. Mime people holding protest signs.
3. Mime swinging an axe (breaking up barrels of liquor.)
4. Mime drinking from a teacup.
5. Mime shooting guns.
6. Mime opening the doors of the liquor stores.

Mime an action for each picture as you read sentences in sequence.

Ask students to join you in miming the actions as you read and mime the descriptions in the same sequence until you think they are comfortable with the picture/mime association.

Then sit back and read the descriptions out of sequence. Students will continue to mime the actions associated with your descriptions.



Prohibition Picture Story (Set of Six)

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LIQUOR STORE



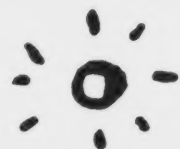


SPEAKEASY

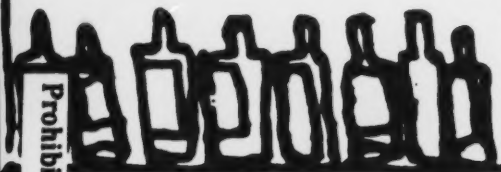


LIQUOR STORE

OPEN
FOR
BUSINESS



NO
MORE
PROHIBITION





Prohibition Picture Story (Set of Six)





Many people drink too much alcohol. In the early 1900's some people wanted a new law.

They thought alcohol should be illegal. They marched in the streets. They carried signs.

Congress made alcohol illegal. They passed the 18th Amendment, called Prohibition. The police closed the bars.

Many Americans still drank alcohol in secret bars called "speakeasies."

Criminals like Al Capone sold alcohol secretly. They fought with the police.

Congress changed its mind and ended Prohibition with the 21st Amendment. Bars and liquor stores opened their doors again.

Concentration Game Teacher's Guide

All Levels

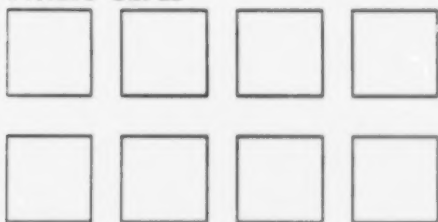
What is "Concentration"?

This is similar to the TV show *Concentration*. Students try to remember the position of cards with matching information. It can be played to help students learn words that go with pictures (especially good for literacy students), questions that go with answers, two halves of a sentence, or just about any information that can be put on two cards that make a match.

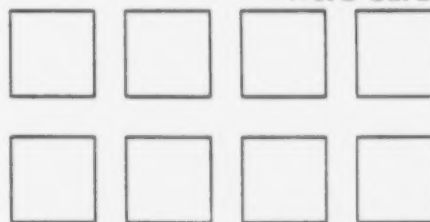
Procedure:

1. **Invest in ten cheap childrens scissors from a dimestore that your students can use.** It's an investment that will pay for itself many times over by saving you the preparation time needed to prepare the card activities in this and other packets. Your students can use the scissors along some glue or staplers to cut up the card pages in this packet. Also have paper clips and rubber bands handy to keep the sets of cards together.
2. The **matching pictures and/or words** from the grid in this packet need to be cut out. They also need to be **mounted** (stapling is fastest) to a card or square of paper so that when they're turned over the print doesn't show through the paper. Different student groups can cut and mount the cards. After they've done it once or twice it won't take them long. Besides saving you time it serves to help them become familiar with the cards. It's good to make two or three sets of cards so later small groups of the students can play the game simultaneously.
2. Once cards are prepared **model the Concentration Game activity with the whole class.** The first time you play the game it's good to do it with the whole class. Ask students to stand in a circle around a table or part of the floor where you are going to lay down the cards.
3. Take five to ten of the pictures, for example, and lay them **face down** in random order on the table or the floor of your classroom. Next to the pictures, make a separate group of cards with words that match the pictures. See below:

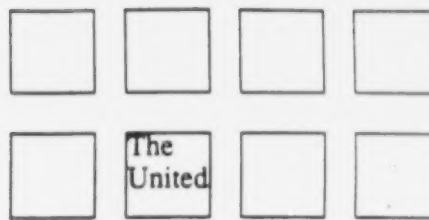
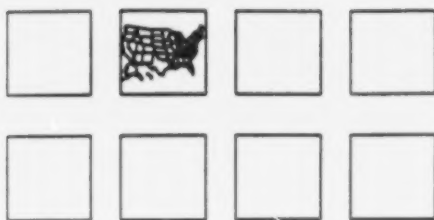
Picture Cards



Word Cards



4. Ask for a volunteer to choose one card from each group of cards, and turn them over so that the other students can see the information on the card. If the student is lucky these cards will match and the student can pick them up and turn over two more cards looking for a match. (see diagram on next page)



5. If the cards don't match, the student should turn them over and leave them where they lay. You can help the students to remember the position of the cards by pointing to each card and asking the group if they remember what's on it. Do this until students understand the importance of remembering the positions of the cards.
6. Moving clockwise around the circle of students, the next student should turn over two more cards.
7. Follow the procedure outlined in steps 4 and 5 until all the cards have been picked up. The student who has made the most matches is the winner.
8. Once the class has done the game together you can break them into groups to play the game in smaller groups with the other sets of cards.

**T o o m u c h
drinking.**

**P e o p l e
protested.**

**P r o h i b i t i o n
closed the bars.**

**People drank in
"speakeasies".**

**C r i m i n a l s
fought with
police.**

**21st Amendment.
The bars and
liquor stores
opened their
doors again.**

Prohibition Picture Story Listening Cloze Teacher's Version

Intermediate Level

1. Ask students to listen as you read this passage aloud to the class two times.
2. Hand out the student's copy. (To make the exercise easier, write the words that have been deleted in random order on the blackboard.)
3. Instruct students to fill in any words they remember from listening. If they don't remember the exact word they can try to put in a word that makes sense from the context.
4. Read the passage again two or three times, as students fill in what they hear.
5. Have individual students write the correct answers on the board.

Many people drink too much alcohol. In the 1900's (1) some people wanted a new law. They wanted to make alcohol (2) illegal. They protested. They marched in the streets and carried signs.

Congress made alcohol illegal. They passed the (3) 18th Amendment, called Prohibition. The police (4) closed the bars.

Many Americans (5) still drank alcohol in secret bars. (6) They were called "speakeasies." Criminals like Al Capone, (7) took over the alcohol business. They (8) fought with the police. Al Capone had a gang of (9) 700 men. He made (10) \$60 million a year.

Congress changed its mind and ended Prohibition with the (11) 21st amendment. Bars and liquor stores opened their doors again.

**Prohibition Picture Story Listening Cloze
Students' Version**

Intermediate Level

Many people drink too much alcohol. In the 1900's (1)_____ people wanted a new law. They wanted to make alcohol (2)_____. They protested. They marched in the streets and carried signs.

Congress made alcohol illegal. They passed the (3)_____ Amendment, called Prohibition. The police (4)_____ the bars.

Many Americans (5)_____ drank alcohol in secret bars. (6)_____ were called "speakeasies." Criminals like Al Capone, (7)_____ the alcohol business. They (8)_____ with the police. Al Capone had a gang of (9)_____ men. He made (10)_____ million a year.

Congress changed its mind and ended Prohibition with the (11)_____ amendment. Bars and liquor stores opened their doors again.

Amendments to the Constitution Teacher's Guide

All Levels

1. Several of the Amendments to the Constitution are illustrated both in large pictures (for group work) and small pictures for individual work.
2. Use the large illustrations included in the packet. Tape the pictures to the blackboard. Ask students to come up and stand around the pictures.
3. Elicit from the students the vocabulary they know about the pictures. Write the words and connect them with lines to appropriate objects in the pictures.
4. Read the text from Concentration Word Cards while you point to the appropriate large picture.
5. Hand out the small pictures (2 pages). Read text from the Concentration Word Cards. Ask students to look at their small pictures and hold up the picture being described. Begin by reading the cards in order. Then read the cards out of order.
6. After students seem to be able to associate phrases with pictures, have an individual student come to the front of the room where the large illustrations are displayed. Read the phrases from the word cards and have the student point to the illustration being described. Ask other students come up and point to illustrations. If you have more advanced students in the class, have them read the word cards while a student points to the appropriate illustration.
7. Play a "Concentration" game (see attached **Concentration Teacher's Guide**). There are 12 picture cards and 12 word cards. It is probably best to limit the game to matching six (6) picture cards with six (6) word cards.
8. Do the "Listening Cloze" and "Word Search" activities included in the packet.
9. After students are familiar with the vocabulary, ask students to select the three most important and the three least important amendments for them.
10. **Plan a field trip.** See how the Constitution works at Federal Hall National Memorial, 26 Wall Street, New York, NY 10005. Open Monday through Friday from 9:00 - 5:00. This is the site where Washington was inaugurated. One exhibit has an interactive video with touch-screen monitors. You can focus in on whatever aspect of Constitutional History by touching an icon on the monitor.

Amendments Pictures

Total Physical Response

All Levels

Total Physical Response Activities give learners the opportunity to hear and practice the language associated with the pictures in the packet. Students associate the language with a physical activity similar to the way in which we learned our first language; *Look at the dolly, Drink your milk, etc.*

After the vocabulary of the pictures has been introduced, read the description cards. As you read them, mime the action that is used in the description.

The following actions might be used to mime the Amendments pictures in this packet:

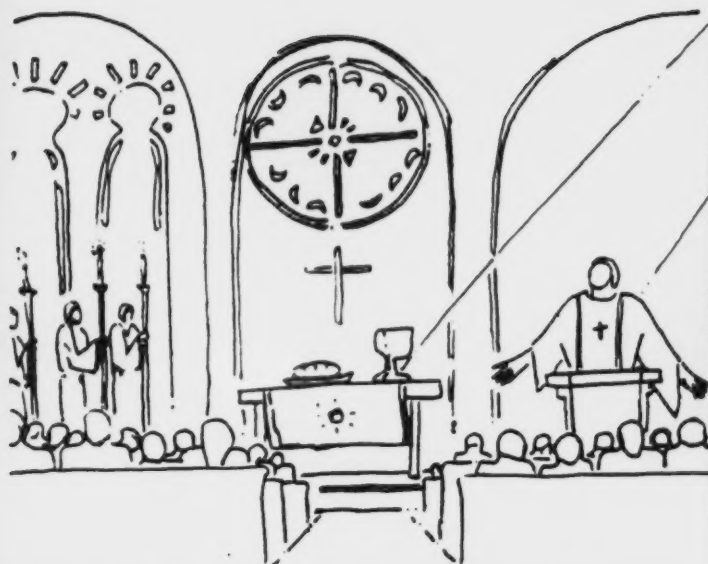
1. Mime folding your hands in prayer.
2. Mime speaking.
3. Mime holding the newspaper.
4. Mime holding a protest sign.
5. Mime hitting the table with a gavel like a judge.
6. Mime showing a search warrant.
7. Mime cracking the whip of slavery.
8. Mime being locked in irons like the picture.
9. Mime shooting a gun.
10. Mime turning the switch in the election booth.
11. Mime swinging an axe (breaking a barrel of liquor.)
12. Mime opening the doors of the bars and liquor stores.

Mime an action for each picture as you read sentences in sequence.

Ask students to join you in miming the actions as you read and mime the descriptions in the same sequence until you think they are comfortable with the picture/mime association.

Then sit back and read the descriptions out of sequence. Students will continue to mime the actions associated with your descriptions.

Finally, you may ask individual students to mime the actions as you read the descriptions.



MORE TAXES?
IS IT FAIR?

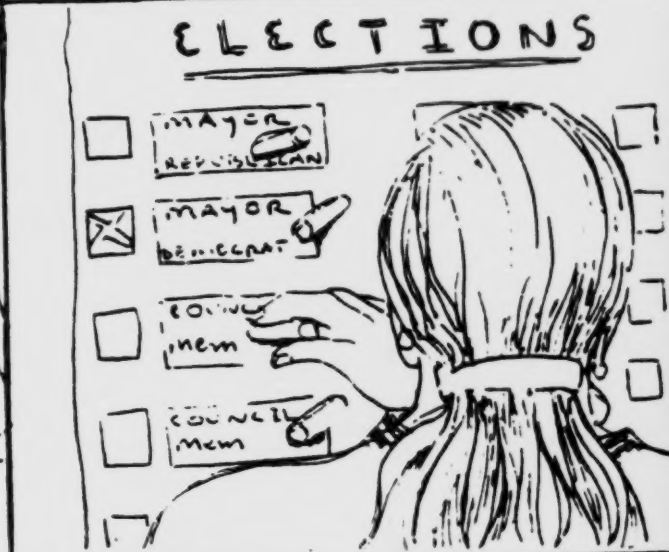
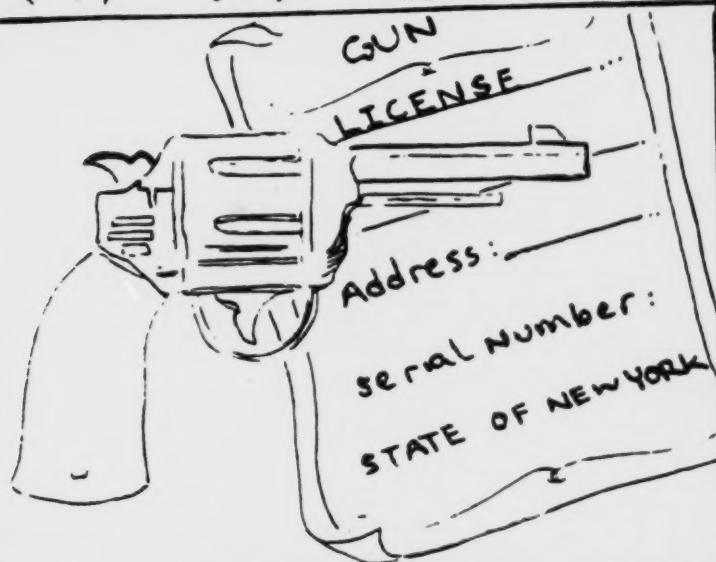
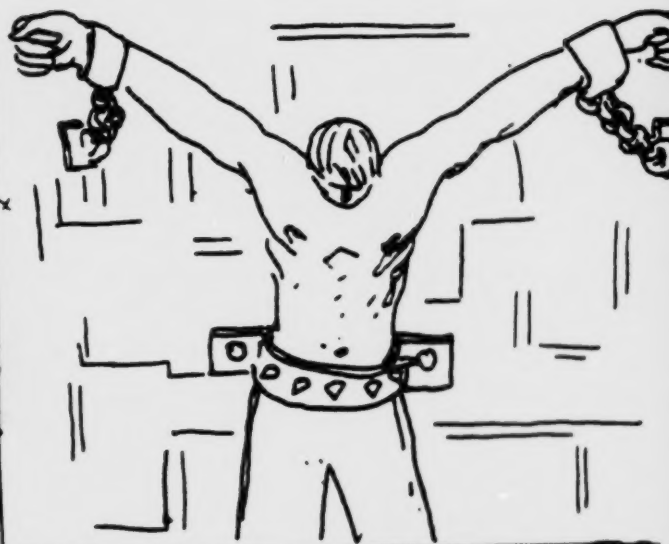


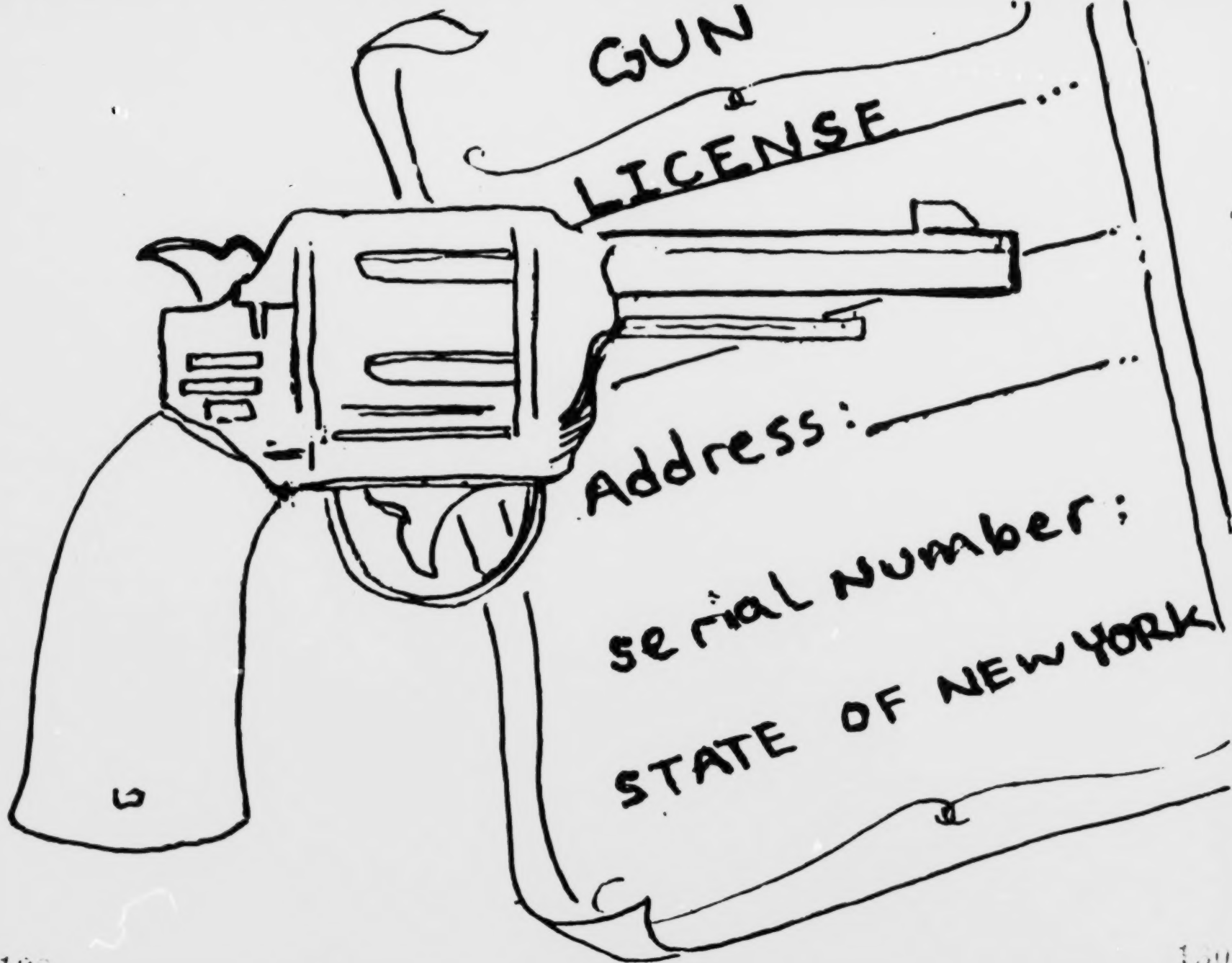
HOUSING
FOR
ALL!

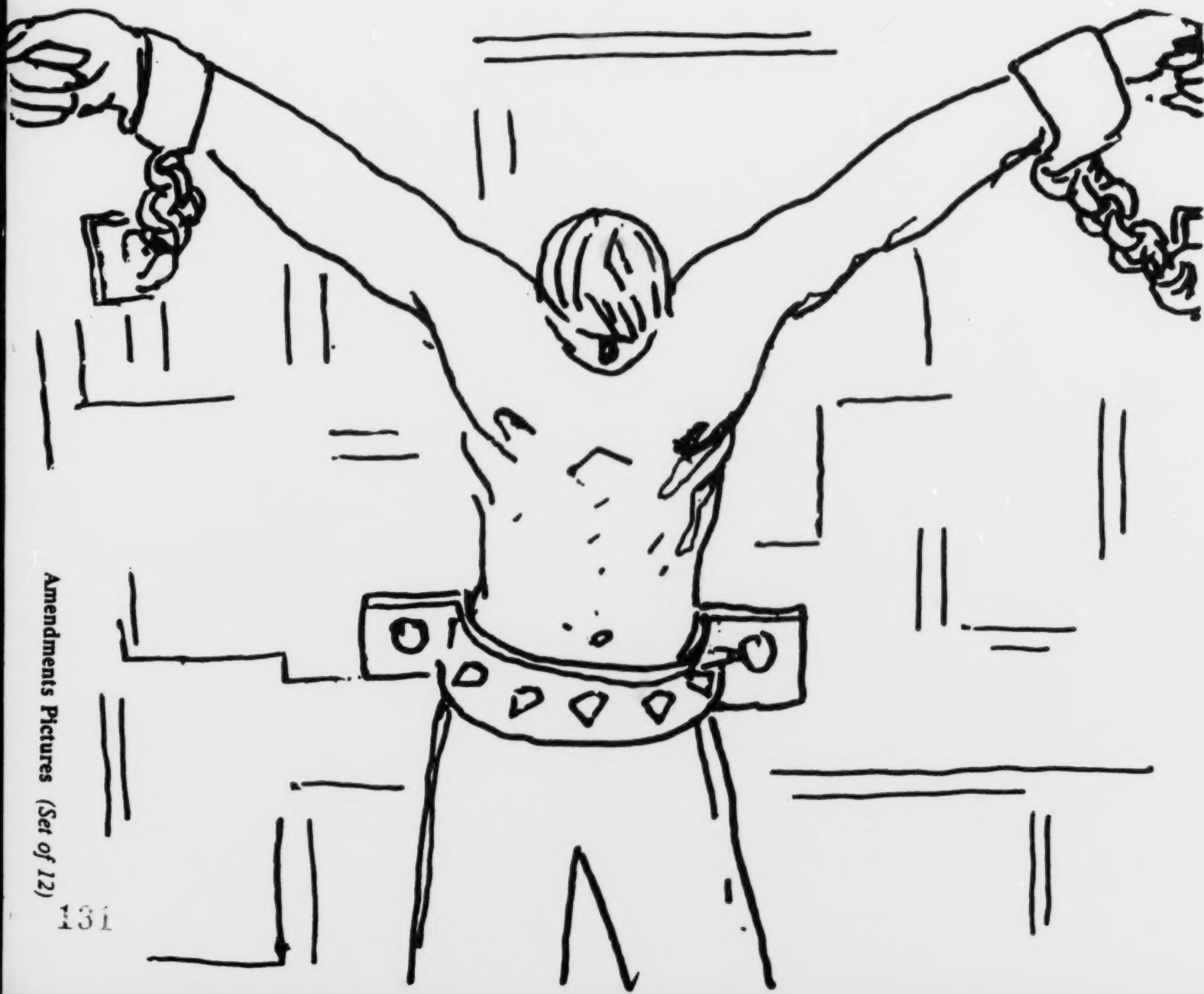
FAIR
HOUSING



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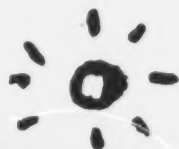
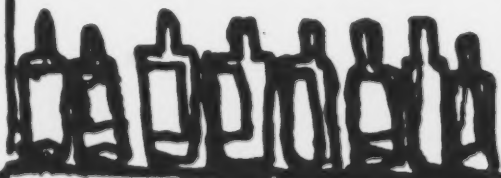




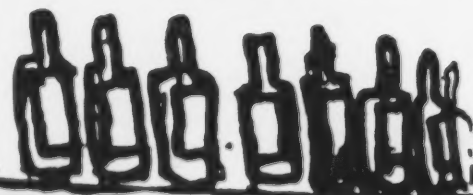


LIQUOR STORE

OPEN
FOR
BUSINESS



NO
MORE
PROHIBITION



COMMUNITY MEETING





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Amendments Pictures (Set of 12)

147

148

ELECTIONS

☐ MAYOR
REPUBLICAN

☒ MAYOR
DEMOCRAT

☐ COUNCIL
MEM

☐ COUNCIL
MEM





**Freedom of
religion**

**Freedom of
Speech**

**Freedom of the
press**

**R i g h t t o
assemble in
groups**

**Right to a trial
by jury**

**Police need a
court order to
search your
home**

**Slavery is illegal
in the United
States**

**Punishment for
a crime must be
fair**

**The right to
own guns**

**Women have
the right to vote**

**Prohibition
closed the bars.**

**21st
Amendment.
The bars and
liquor stores
opened their
doors again.**

Amendments Listening Cloze
Teacher's Version

Intermediate Level

Many of our rights are found in the first 10 Amendments to the Constitution. These 10 Amendments are called "The Bill of 1) Rights."

The First Amendment grants Freedom of Religion, Freedom of 2) Speech and Freedom of the Press. It also gives us the right to 3) assemble in groups.

The Second Amendment gives us the right to own 4) guns.

The Fourth Amendment says that policemen need a court order to 5) search a person's home.

The Sixth and Seventh Amendments say that a person accused of a serious can have a 6) trial by jury.

The Eighth Amendment says that 7) punishment for a crime must be fair.

The Thirteenth Amendment says that 8) slavery is illegal in the United States.

The Eighteenth Amendment said that Alcoholic 9) drinks were illegal.

The Nineteenth Amendment gave women the right to 10) vote.

The 20th Amendment said that Alcoholic drinks are legal again.

Amendments Listening Cloze Students' Version

Intermediate Level

Many of our rights are found in the first 10 Amendments to the Constitution. These 10 Amendments are called "The Bill of 1)_____."

The First Amendment grants Freedom of Religion, Freedom of 2)_____ and Freedom of the Press. It also gives us the right to 3)_____ in groups.

The Second Amendment gives us the right to own 4)_____.

The Fourth Amendment says that policemen need a court order to 5)_____ a person's home.

The Sixth and Seventh Amendments say that a person accused of a serious crime can have a 6)_____ by jury.

The Eighth Amendment says that 7)_____ for a crime must be fair.

The Thirteenth Amendment says that 8)_____ is illegal in the United States.

The Eighteenth Amendment said that Alcoholic 9)_____ were illegal.

The Nineteenth Amendment gave women the right to 10)_____.

The 20th Amendment said that Alcoholic drinks were legal again.

Amendments Word Search

Intermediate Level

(Notes to teacher: 1) This exercise is meant to follow students' doing the Amendments Listening Cloze; 2) the word list below is to help beginning level students fill in the blanks. It isn't needed by intermediate or advanced students; 3) after finishing the word search game, have students practice the language to describe where they found the words by giving directions. Copy the letters from the word search grid on the board. Have students tell you where to find the words, i.e., *In the first vertical row; in the bottom horizontal row, etc.*

rights
speech
assemble
guns
search

trial
punishment
slavery
drinks
vote

A	S	P	E	E	C	H	A	R	R	F	C	X
A	S	A	C	C	S	E	A	R	C	H	O	C
O	S	S	N	P	A	N	D	G	S	S	L	R
L	F	S	P	U	N	I	S	H	M	E	N	T
U	I	V	E	M	A	N	T	T	A	L	M	R
M	Y	O	Q	M	B	M	V	S	D	S	B	I
R	L	A	C	D	B	L	O	S	R	P	E	A
I	L	F	S	T	G	L	T	R	I	N	S	L
G	U	N	S	P	L	U	E	H	K	K	E	L
H	S	D	N	D	E	B	E	K	K	A	S	T
T	T	A	L	Y	G	A	E	E	S	M	T	U
S	X	L	A	S	A	L	F	R	O	L	A	R
A	E	T	Z	S	L	A	V	E	R	Y	L	S

Wordrace Game Teacher's Guide

Beginning Level

What is the Wordrace Game?

Wordrace is a game similar to the TV game show "Password". Students work in pairs. One student gives clues about words on his cards to a partner without saying the words. The partner tries to guess the words, names, dates, etc. from the clues.

The game is untimed first. Later, it can be timed and competitive. It's a fun way for students to study any vocabulary and practice speaking. This game first came to our attention through Amnesty teacher Armand LaGrange at LaGuardia Community College.

Procedure for Playing the Game:

1. Divide students into groups. The A and B Concentration cards on the following page in the packet need to be cut and stapled to some backing. Ask different student groups to do the cutting and stapling. One group can cut up the cards, another can cut up blank paper into squares, and the third group can staple the backing to the cards. Make enough so each pair of students gets a set.
2. Students must play concentration with the A and B cards several times to become thoroughly familiar with the matching cards. They need this familiarity before playing "Wordrace". See the "Concentration Game Teacher's Guide" for instructions on how to play concentration with the A and B cards.
3. Take a stack of word cards marked "A". Describe each card (without saying what's on the card) to a more advanced student volunteer until the student guesses what's on each card. For example, you will say, "The President of the U.S." and the student will say, "George Bush." When you finish describing the stack, switch roles. The student describes the stack of cards, referring to the B description cards only if necessary.
4. Ask students to do the same in pairs. There is a tendency at first for the student who is describing the card to say the word on the card instead of giving a clue. Be patient. They will quickly overcome this tendency.
5. Let the pairs practice being the describer and guesser several times until they get through the stack of cards quite quickly. Then you can time them. Tell the class you are going to give all the pairs 30 seconds to get through as many cards as they can.
6. Say "Ready, set, go" and let the pairs begin describing and guessing at the same time. Encourage pairs who get stumped on a card to move on to the next card.
7. Ask the pairs to count and report the number of cards they described correctly. List each pairs' total on the board if you want the game to be competitive.
8. Tell students to switch being the guesser and describer and begin again. After the allotted time period total the combined scores for each pair on the board. The winner is the pair that has the highest combined total of described cards.

GEORGE BUSH A	DAN QUAYLE A	DAVID DINKINS A
PATRICK MOYNIHAN AND ALPHONSE D'AMATO A	MARIO CUOMO A	ALBANY A
WASHING- TON, D.C. A	THE WHITE HOUSE A	THE U.S. CAPITOL BUILDING A
THE CONSTITU- TION A	THE PREAMBLE A	THE AMEND- MENTS A

Constitution Concentration B Cards

Beginning Level

THE PRESIDENT B	THE VICE- PRESIDENT B	THE MAYOR OF NEW YORK CITY B
THE U.S. SENATORS FROM NEW YORK STATE B	THE GOVERNOR OF NEW YORK STATE B	THE CAPITAL OF NEW YORK STATE B
THE U.S. CAPITAL B	THE PRESIDENT'S HOME B	THE HOME OF CONGRESS B
THE SUPREME LAW OF THE LAND B	THE INTRODUC- TION TO THE CONSTI- TUTION B	CHANGES TO THE CONSTITU- TION B

Vocabulary Categories Exercise Teacher's Guide

Beginning Level

What is the Vocabulary Categories Exercise?

In this exercise students have a stack of vocabulary cards and place them in lists under different category headings.

Procedure:

1. Write the topic on the board and elicit what students know about it using a **mindmap**. Do this for about 10 minutes. If necessary, use questions and drawings to draw out what students already know.
2. **Cut up the packet's vocabulary categories exercise cards.** There are category cards and word cards. You will need enough cards so that groups of six students will each have a set. Ask students to help you do the cutting.
3. **Ask students to stand up and come to the front of the room.** Gather them around a big table or part of the floor.
4. **Model the activity.** Lay out the category cards (for example: executive, legislative, and judicial branch) and any eight word cards. Ask for volunteers to place the cards under the correct category.
5. Ask students to return to their seats. Put them in **groups of a maximum of six** students. Give each group a set of category and word cards. **Ask them to lay out the cards and place the word cards under the appropriate category cards.**
6. Categorize the rest of your cards at the front of the room. You can use the order of words in the **Vocabulary Categories Teacher's Answers** in this packet.
7. When groups are finished categorizing, you can read off your cards at the front of the room to **help students check their work.**
8. Refer to the Vocabulary Categories Teacher's Answers and notes to the teacher for **suggestions on how to help students make connections between the words in the categories.** The ordered lists in the teacher's answers can be used to **help intermediate students to speak and write independently about the topic.**
9. In the next class ask students to **recategorize the cards again as a review.**

Three Branches of Government Vocabulary Categories Teacher's Answers

Beginning Level

Note to Teachers:

The vocabulary below is listed in an order to highlight the connections between the words within each category. You can use it in the following ways:

- An answer sheet for students to check the word cards they have put in categories.
- A guide to help you ask questions to elicit connections between the words. For example: Who's the leader of our country? (The President), Who's our President? (George Bush), What's he supposed to do? (make sure the laws are followed), Who elects him? (the people), etc.
- A framework for guided speaking and/or writing (for more intermediate students) about the topic. The order of the words below suggest sentences and could guide students to describe the three branches of government.
- A transcript for a listening activity where you read the words in the order below and students rearrange the unordered words in their lists.

Legislative Branch	Executive Branch	Judicial Branch
Congress	President	Supreme Court
makes laws	George Bush	explains the laws
works in Capitol	makes sure laws are	9 Justices
Senate	followed	chosen by President
100 Senators	elected by the people	life terms
2 per state	4- year terms	Federal Courts
Daniel Moynihan and	maximum of 2 terms	
Alphonse D'Amato	lives in White House	
6-year terms	Vice-President	
House of Representatives	Dan Quayle	
435 Representative	Cabinet	
representation by	13 Secretaries	
population		
2-year terms		

Legislative Branch

Executive Branch

Judicial Branch

Congress

c

**Representation by
Population**

c

**works in the
Capitol**

c

2-year terms

c

Senate

c

President

c

100 Senators

c

George Bush

c

2 per state

c

**makes sure the laws
are followed**

c

Dan Quayle

c

makes the laws

c

Cabinet

c

**Daniel Moynihan
and
Alphonse D'Amato**

c

13 Secretaries

c

6-year terms

c

Supreme Court

c

**House of
Representatives**

c

explains the laws

c

435 Representatives

c

**elected by the
people**

c

~~13~~⁹ Justices

c

4-year terms

c

**chosen by
the President**

c

maximum of 2 terms

c

life terms

c

lives in White House

c

Federal Courts

c

Vice-President

c

**Chief Justice
Rehnquist**

c

Three Levels of Government Teacher's Guide

Beginning Level

What is the three levels of government exercise? Students get a list of services and duties that government is responsible for. They categorize the items on the list according to which level(s) (local, state, federal, more than one) of government is involved.

Procedure for Introducing the Vocabulary:

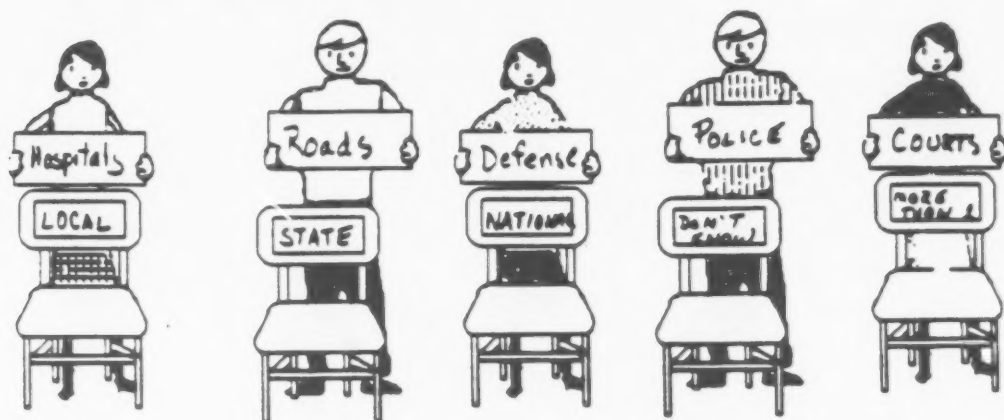
1. **Elicit and pool.** If you haven't done anything on the three levels of government ask students what the three levels (national, state, local) are. Some may confuse "levels" with "branches". If they're puzzled give them "national" and see if they can come up with the others. Ask students the difference between city and county. Review the counties (boroughs) in New York City. Ask them to name some of the elected officials at each level of government.
2. Ask students how the government in their countries helped or didn't help them (i.e. services they received or didn't receive).
3. Do a mindmap wherein you write on the blackboard the services that students brainstormed. You might need to prompt them a little. For example, you can ask them how their garbage gets picked up, or who delivers their mail. If you don't get many ideas don't worry. Tell students they will do an exercise that will help them think more about how government affects them.
4. Hand out appropriate list (beginning or intermediate). Ask students to read the list. If students thought of services not on the list in the steps above, ask them to write these services at the bottom of the list.
5. **Make sure the vocabulary is understood.** Quickly sketch three pictures on the blackboard: a garbage can, the bars of a jail cell, and a tree. Make the sketches extremely rough and quick: the idea is to make a crude yet recognizable representation, not a work of art. Ask students to identify the pictures (Sanitation Department, Department of Corrections, and Parks Department) and write the words under the pictures. Continue drawing (or ask volunteers to make quick sketches) until all the items on the list have quick visual representations on the blackboard.
6. Ask students to categorize the list by putting "L" for local, "S" for state, "N" for national, and "M" for those items that are handled by more than one level of government. Do the first five items together as a class. Refer to the "Teacher's Answers: Three Levels of Government" for the levels of government for the first five items. Let students categorize the rest of the list in pairs. They shouldn't receive the answers until much later.

Kinesthetic Activity:

- Make big flashcards on 8 1/2 x 11" paper that say "LOCAL", "STATE", "NATIONAL", "MORE THAN ONE LEVEL", "NONE OF THE LEVELS" and "DON'T KNOW".

Tape these levels of government categories to five chairs, and spread them out across the width of the room.

- Write 1-23 on the blackboard and ask for student volunteers to write the item (e.g. PUBLIC SCHOOLS) in big letters on 8 1/2 x 11" paper. One student may write more than one flashcard. Show them a model. As a student volunteers to write an item on paper, write their name next to that number on the blackboard.
- To continue this activity each student must choose only one flashcard. You can call the remaining flashcards "person-less" flashcards.
- Ask students to come one-by-one with their flashcards to the front of the room. Ask the class under which level of government they would place that item, and have the student hold up their flashcard and stand behind the chair with the sign showing the appropriate level of government. If there is much disagreement have the student stand behind "DON'T KNOW". Encourage differing opinions.



- Continue one-by-one until all students are behind some level of government category. Go through the same process with the "person-less" flashcards. Then lay them on the floor behind the appropriate level of government category.
- Refer to the "Teacher's Answers: Three Levels of Government Activity" for the correct level of government for each item.
- Once all the items are categorized write the answers next to the item numbers and names on the blackboard.
- Ask students to return to their seats and check the answers they had written on their lists against the answers on the blackboard.
- Collect the flashcards. You can redistribute them and ask students to stand behind the correct sign. As a review you can do this again in the next class.

Teacher's Answers: Three Levels of Government

(Beginning Level)

Below is a list of some of the ways that national, state, and local government is in our lives. Write (N) for national, (S) for state, (L) for local government, and (M) for those part of many levels of government.

- | | |
|---|---|
| 1. City University of New York (L) | 13. Driver's Licenses (S) |
| 2. Police (M): (L), (S), (N) | 14. Army (N) |
| 3. Courts (M): (L), (S), (N) | 15. Fire Protection (L) |
| 4. AIDS Help (M): (L), (S) | 16. Immigration (N) |
| 5. State University of New York (S) | 17. Parks (M): (L), (S), (N) |
| 6. Garbage Pick-Up (L) | 18. Job Information (S) |
| 7. Mail (N) | 19. Job Safety (S) |
| 8. Answers to Questions about Drugs (S) | 20. Libraries (L) |
| 9. Subways and Buses (L) | 21. Unemployment (S) |
| 10. Jails (M): (L), (S), (N) | 22. Food Stamps (L) |
| 11. Public Education (M): (L), (S), (N) | 23. Taxes (M): (L), (S), (N) |
| 12. Pregnancy Information (L) | 24. Help for Abused Wives, Husbands, and Children (L) |
| | 25. Medicaid/Medicare (N) |

Three Levels of Government: National, State, and Local

Beginning Level

Below is a list of some of the ways that national, state, and local government is in our lives. Write (N) for national, (S) for state, (L) for local government, and (M) for those part of many levels of government.

- | | |
|-------------------------------------|---|
| 1. City University of New York | 13. Driver's Licenses |
| 2. Police | 14. Army |
| 3. Courts | 15. Fire Protection |
| 4. AIDS Help | 16. Immigration |
| 5. State University of New York | 17. Parks |
| 6. Garbage Pick-Up | 18. Job Information |
| 7. Mail | 19. Job Safety |
| 8. Answers to Questions about Drugs | 20. Libraries |
| 9. Subways and Buses | 21. Unemployment |
| 10. Jails | 22. Food Stamps |
| 11. Public Education | 23. Taxes |
| 12. Pregnancy Information | 24. Help for Abused Wives, Husbands, and Children |
| | 25. Medicaid/Medicare |

Three Levels of Government Teacher's Guide

Intermediate Level

Refer to "Three Levels of Government Beginning Level Teacher's Guide" for procedure for introducing vocabulary.

- Form groups of 4 - 6 students. Ask one student in each group to divide a part of the blackboard or a newsprint sheet into five sections entitled "LOCAL," "STATE," "NATIONAL," "MORE THAN ONE LEVEL," and "DON'T KNOW." Ask students to put the remaining items on the list under these categories.
- **Checking their answers:** Refer to "Teacher's Answers: Three Levels of Government Intermediate Activity" or bring in as many NYC (any borough) phone books as you can. Distribute them to the groups. When students are finished categorizing on their own, assign 5-7 items to each phone book group to look up in the blue government pages in the back. Students can check their answers this way.
- Ask students to report back to the class on the answers they found by looking in the phone books. Have a student record the answers on the board. You can refer to the "Teacher's Answers for Three Levels of Government Activity".
- Ask students to find three items they want the telephone numbers to. Ask students to look up the numbers and record them on the sheet.
- To review this information the next class, follow the directions for the *Kinesthetic Activity* in the Beginning Level Teacher's Guide.

Teacher's Answers: Three Levels of Government

(Intermediate Level)

Below are a list of services, departments, and offices that can be found in our local, state, and U.S. government. Please read the list. Then mark (N) next to those that belong to the U.S. Government, "S" next to those part of the NY State Government, (L) next to those in the local government, and "M" for those in more than one level of government.

- | | |
|---|---|
| 1. Board of Education (see Education) (L) | 16. Postal Service (N) |
| 2. Police Department (L) | 17. State University of New York (N) |
| 3. Department of Correction (M): (L), (S) | 18. AIDS Information (Health Department) (L) |
| 4. Medicare Information and Social Security (N) | 20. Immigration and Naturalization (N) |
| 5. Environment Protection Agency (N) | 21. Community Boards (L) |
| 6. Assembly (S) | 22. Family Courts (Courts) (L) |
| 7. Small Claims Courts (See Civil Courts) (L) | 23. Public Libraries (Not in blue pages) (L) |
| 8. Job Service Division (See Labor Department) (S) | 24. Department of the Treasury (N) |
| 9. Housing Authority (L) | 25. Internal Revenue Service (M): (L), (S), (N) |
| 10. Birth and Death Records (Health Department) (L) | 26. Drug Abuse Information Hotline (See Drug Abuse) (S) |
| 11. Department of Parks and Recreation (M): (L), (S), (N) | 27. Department of Motor Vehicles (S) |
| 12. Department of Defense (N) | 28. City University of New York (L) |
| 13. Department of Sanitation (L) | 29. Fire Department (L) |
| 14. Metropolitan Transit Authority (S) | 30. Unemployment Insurance (Dept. of Labor) (S) |
| 15. Department of Labor (M): (L), (S), (N) | 31. Federal Bureau of Investigation (N) |

Three Levels of Government: National, State, and Local*(Intermediate Level)*

Below are a list of services, departments, and offices that can be found in our local, state, and U.S. government. Please read the list. Then mark (N) next to those that belong to the U.S. Government, "S" next to those part of the NY State Government, (L) next to those in the local government, and "M" for those in more than one level of government.

- | | |
|---|---|
| 1. Board of Education | 17. State University of New York |
| 2. Police Department | 18. AIDS Information (Health Department) |
| 3. Department of Correction | 19. Food Stamp Program (Dept. of Social Services) |
| 4. Medicare Information and Social Security | 20. Immigration and Naturalization Service |
| 5. Environment Protection Agency | 21. Community Boards |
| 6. Assembly | 22. Family Courts (Courts) |
| 7. Small Claims Courts (Civil Courts) | 23. Public Libraries (Not in blue pages) |
| 8. District Attorney's Office | 24. Department of the Treasury |
| 9. Housing Authority | 25. Internal Revenue Service |
| 10. Birth and Death Records (Health Department) | 26. Drug Abuse Information Hotline |
| 11. Department of Parks and Recreation | 27. Department of Motor Vehicles |
| 12. Department of Defense | 28. City University of New York |
| 13. Department of Sanitation | 29. Fire Department |
| 14. Metropolitan Transit Authority | 30. Unemployment Insurance (Dept. of Labor) |
| 15. Department of Labor | 31. Federal Bureau of Investigation |
| 16. Postal Service | |

Right to Protest Vocabulary Teacher's Guide

All Levels

This activity is designed to help students to think about current issues. It will also help students to learn the vocabulary for the picture difference activity that follows.

Hand out the picture of protesters on the following page. Begin by eliciting from the students what the different people might represent, i.e., homeless, senior citizens, handicapped.

Beginning and intermediate-advanced students can do different activities with the pictures:

Advanced-intermediate students can:

1. work in groups or pairs to think of their own slogans and write them on the posters in the picture or on a separate piece of paper.
2. Then you can show them the slogans below and ask them to match the slogans with the protesters.
3. Ask students what the protesters might want and why.

For beginning-level students, write the following slogans on the board. Ask students to match the slogan with the protester in the illustration.

housing
for the
homeless

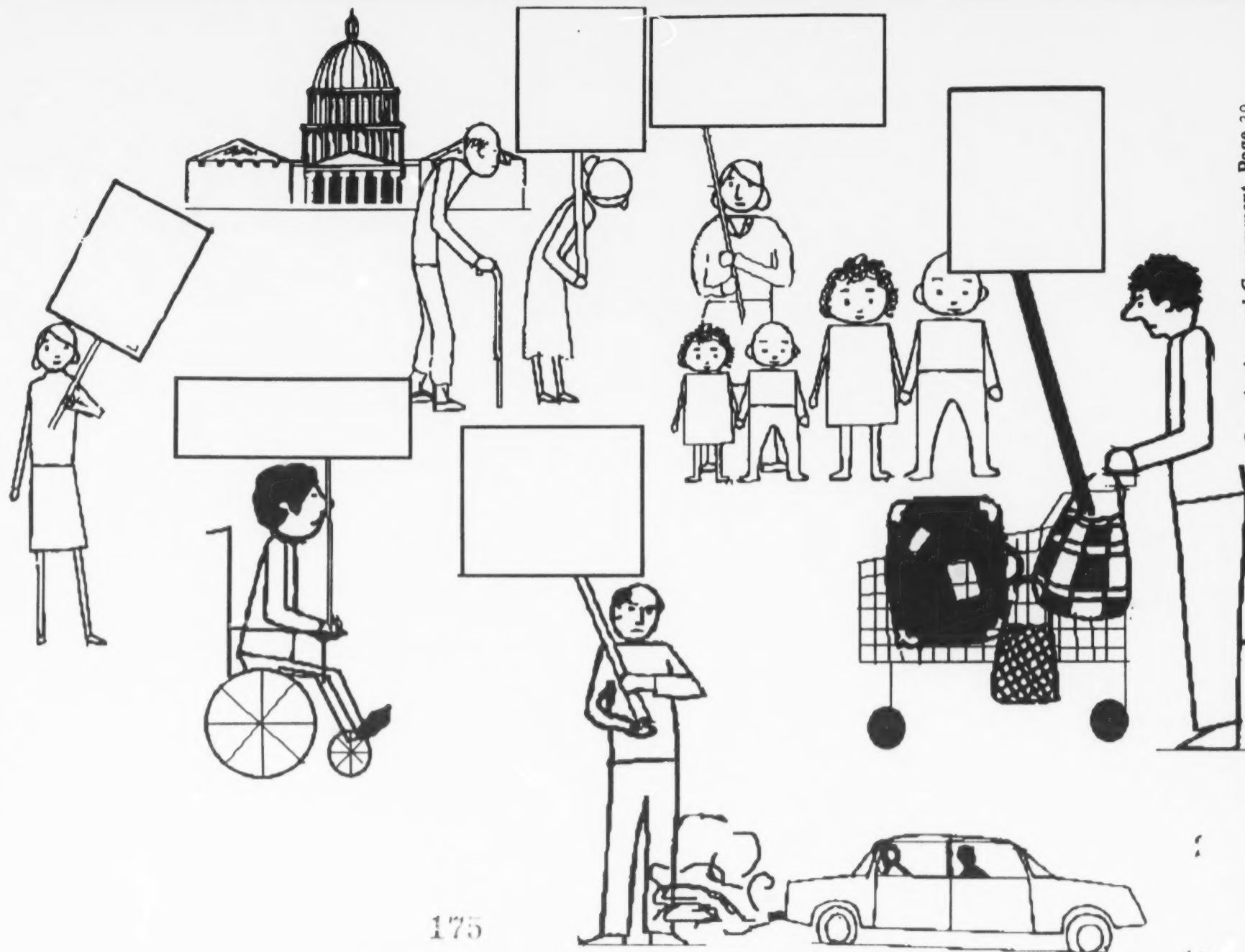
stop
air
pollution

Women's
Rights
Pro
Choice

stop abortion
right to life

Senior
Citizens
have
rights
too

Access for
the Handicapped



Sample Picture Differences Teacher's Guide

Advanced Beginner/Intermediate Level

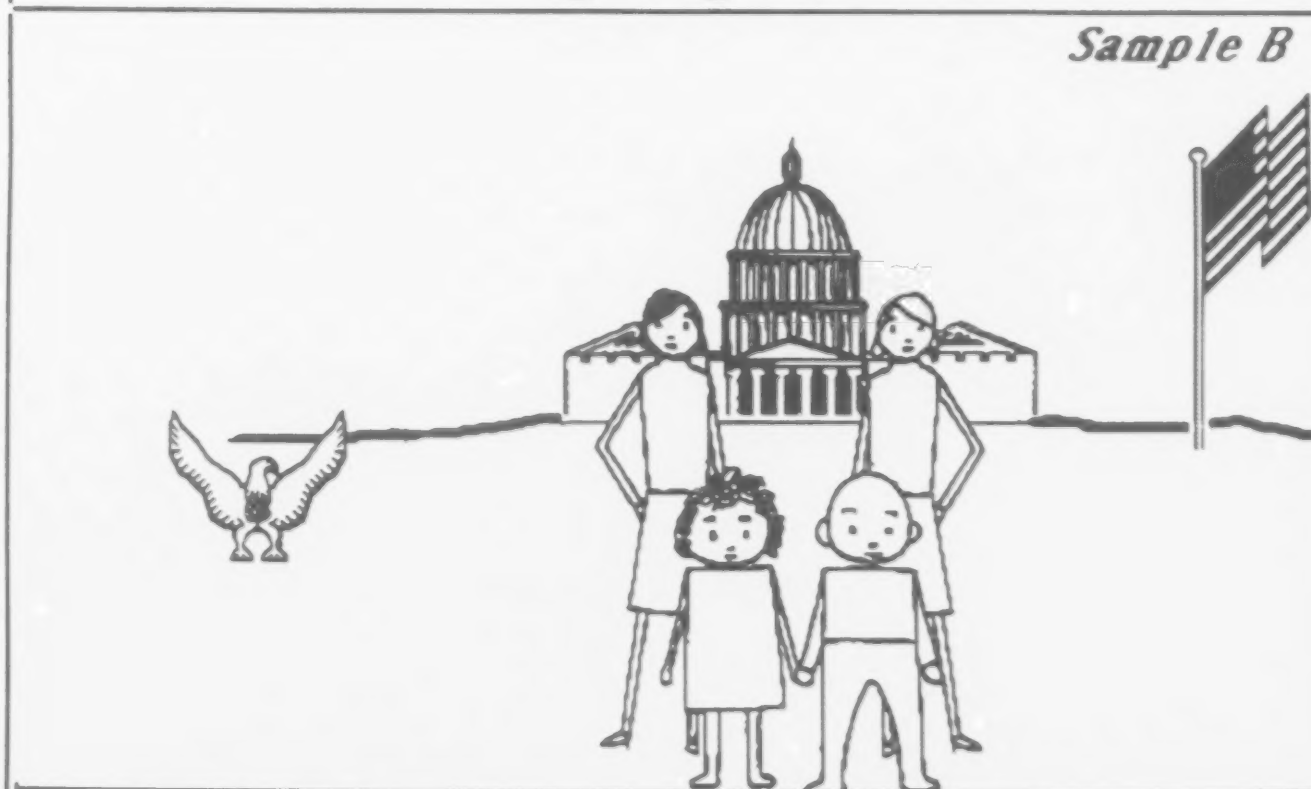
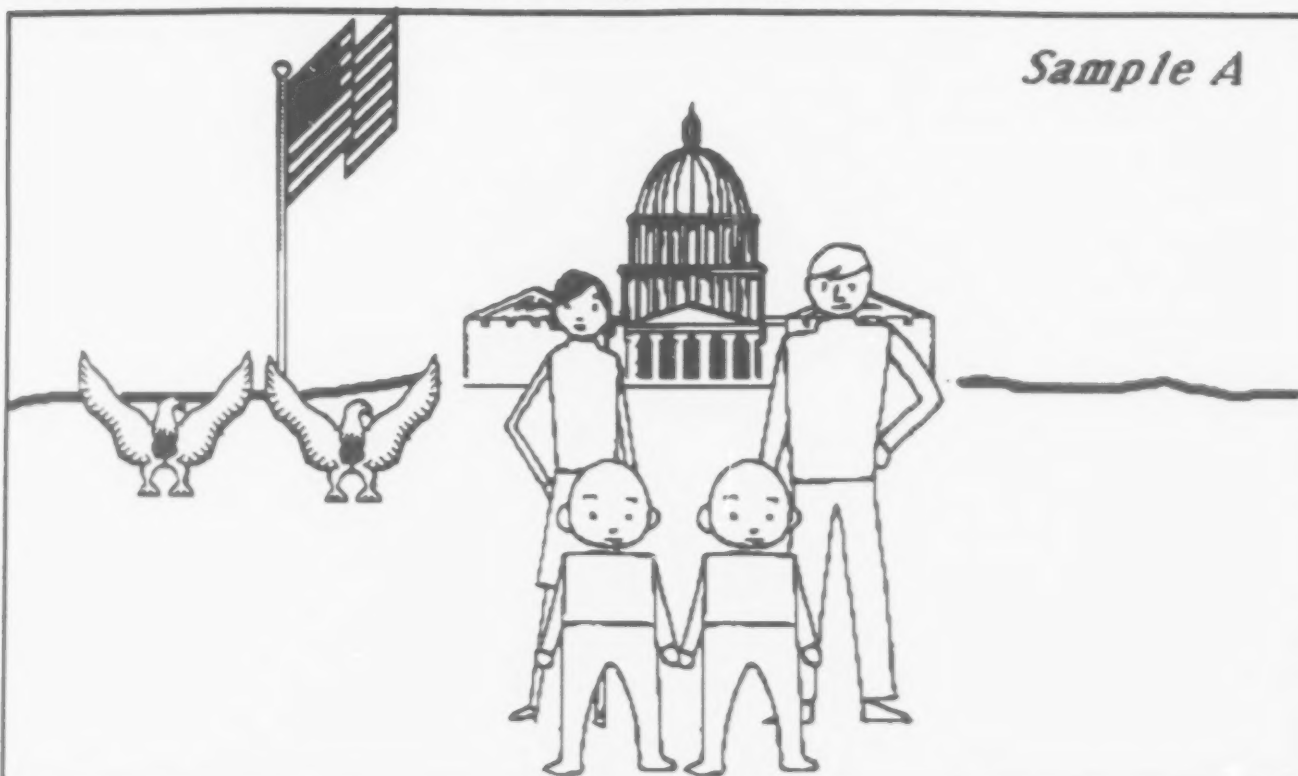
"Picture differences" activities are a good way for students to practice vocabulary and to develop strategies to make themselves understood in a communicative setting. Pairs or small groups of students work together to compare two pictures; their task is to find the differences between the two pictures.

1. **Model the activity.** If this is the first time students are doing this activity demonstrate how it works, using the sample pictures on the following page.
2. Divide the class into two groups. Give the picture marked "Sample A" to the students in the first group and the picture marked "Sample B" to the other group. Ask students not to look at the other group's picture.
3. **Elicit from the students** the vocabulary they will need to describe their pictures. Vocabulary for the sample picture include *capitol, flag, eagle, man, woman, child, boy, girl*. List the words on the blackboard on one side with rough sketches of the vocabulary on the other side in a different order. Ask students to match the pictures and words on the blackboard.
4. Students will need to know prepositions to describe the picture: *in front/back of, next to, between, on the right/left (of)*. List them on the board with sketches (see #3 above) and have students perform a matching activity. Ask them to describe people and things in the classroom using these prepositions.
5. Explain to students that there are differences in the two sample pictures. As an example, ask students where the flag is in their picture. Students will see that the two groups have different answers. Ask them to circle the part of the picture that is different. (In a more advanced class, you may ask students to write down the difference.)
6. Ask different students in each group tell what they see in their picture. Tell students not to look at the other group's picture. Each student will note the differences and either circle that part of the picture or write down the difference. Encourage students to use language of clarification, such as: "Please repeat," "The eagle is next to the what?", "Please speak louder." If students fail to notice a difference you may want to prompt them with a question, i.e., "How many eagles are there in the picture?"
7. After the groups have found all the differences they could find, make "A" and "B" columns on the board. For beginning students elicit the differences and write them under the appropriate column. Have a more intermediate-level student come to the board and write the differences.
8. After students have done the "Sample Picture Difference Activity," ask the students to look at the dialogue on the following page. This dialogue illustrates the kind of language students might use to find the differences in the sample exercise. Ask students to read it silently. Read it together as a class and let students practice it in pairs.
9. After doing the sample picture differences students should be able to do the picture

differences from the holiday packet. Follow the procedure above for eliciting vocabulary. Refer to the "Picture Difference Vocabulary" page that explains how to introduce vocabulary students will need for that packet's picture difference activity. Keep students in groups the first two or three times you do picture differences. Keep making the groups smaller until the students are ready to work in pairs, with each partner having a different picture. Remind students not to look at each other's pictures.

For a complete resource book of "picture differences" activities, see *Look Again Pictures* by Judy Winn-Bell Olsen, Alemany Press; the book also serves as a handbook on how to facilitate this kind of activity. *Talk-A-Tivities* by Richard Yorkey, Addison-Wesley Publishing Co. also has some examples of this kind of activity. There is no one "right way" to facilitate the activity; it can be modified to use with students at various levels of proficiency.

Picture Differences Sample Page



Sample Picture Difference Dialogue

Advanced Beginner/Intermediate Levels

(Read this dialogue. Practice it as a class, in groups, and in pairs.)

Group A: My flag is on the left side of the picture.

Group B: Please speak louder.

Group A: I said my flag is on the left side of the picture.

Group B: My flag is on the right side. That's different.

Group A: Where's your capitol building?

Group B: Please repeat.

Group A: Where's your capitol building?

Group B: It's between the two women.

Group A: Two women? My capitol is between a man and a woman. That's another difference.

Group B: I have an eagle on the left side of the picture.

Group A: I have two eagles on the left side, too.

Group B: No, I said I have one eagle on the left side.

Group A: How many eagles?

Group B: One eagle.

Group A: That's different. I have two eagles.

Group B: How many girls do you have?

Group A: How many what?

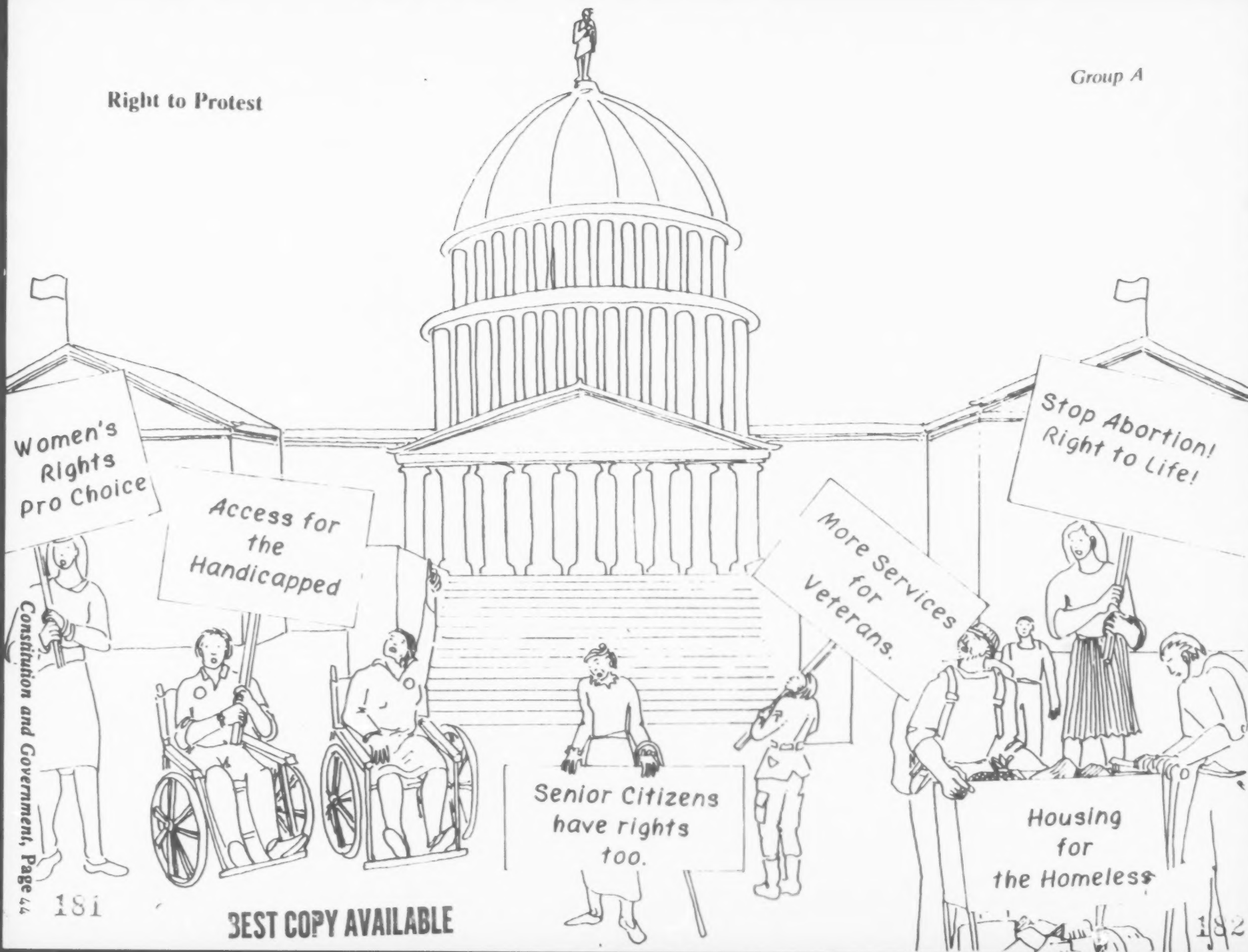
Group B: Girls.

Group A: I have only boys.

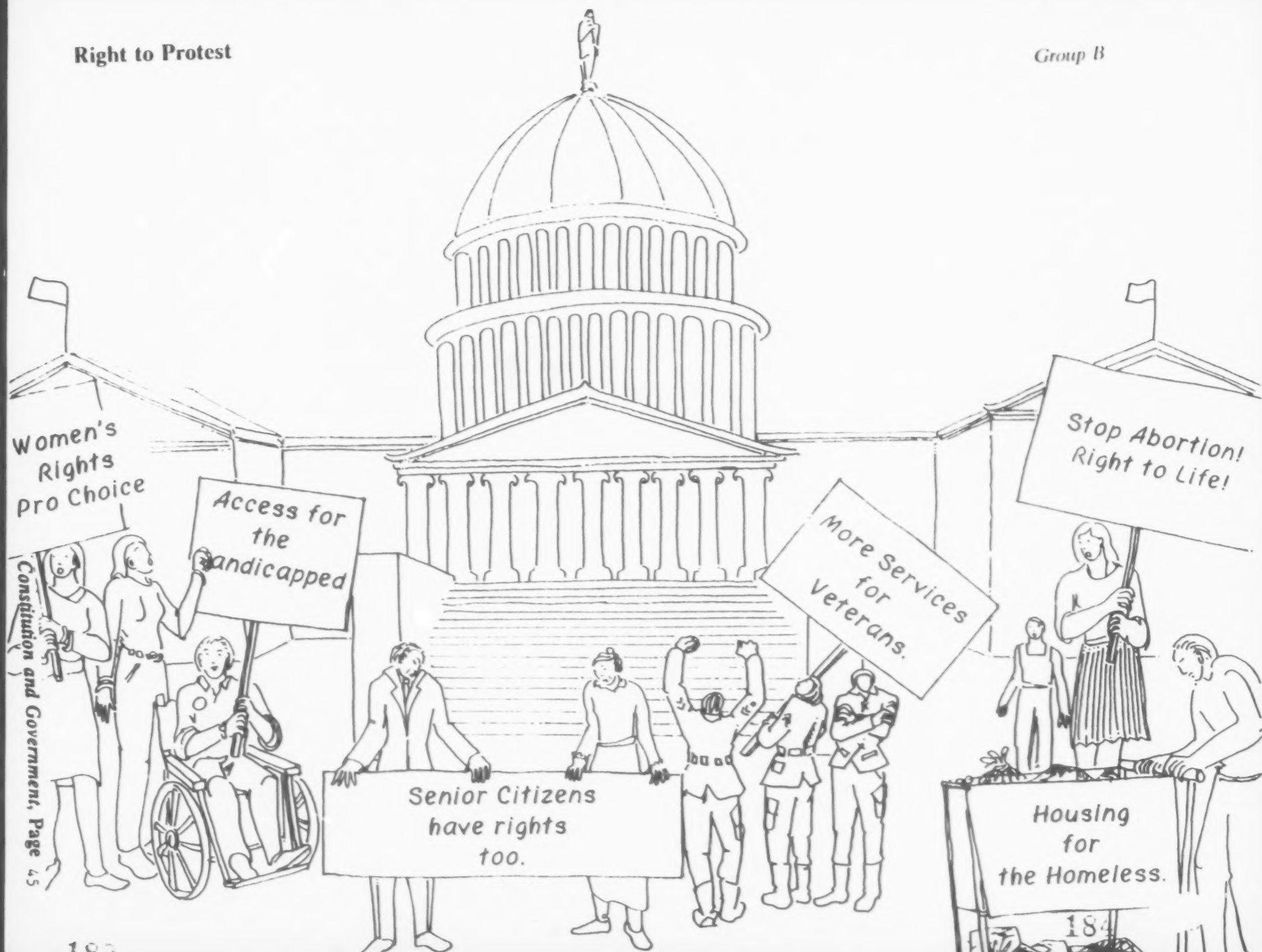
Group B: That's another difference.

Right to Protest

Group A



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Women's
Rights
Pro Choice

Constitution and Government, Page 45

Access for
the
Handicapped

Senior Citizens
have rights
too.

More Services
for
Veterans.

Stop Abortion!
Right to Life!

Housing
for
the Homeless.

Cooperative "Jigsaw" Reading: Teacher's Guide

Intermediate Level

In "Jigsaw" reading activities, students work cooperatively to piece together the meaning of the story.

- 1) Begin by dividing up a story or dialogue into three or four logical parts that can more or less stand alone.
- 2) Elicit from the class as a whole and write on the blackboard what they already know about the topic of the reading. This will bring out the key vocabulary and concepts. Fill in the details where necessary.
- 3) Explain to the class that they will help each other to understand the story.
- 4) Divide the class into three to four groups. Give each group a different part of the story. Members of each group will read their part, work out the vocabulary and meaning, and practice retelling their part of the story to each other.
- 5) After ten minutes when each of the groups understands their part well, rearrange the groups: each new group should be made up of one member from each of the original groups.
- 6) The task is for each member of the new group to tell his/her part of the story and/or answer questions provided after the reading (see attached) that pertain to their part of the reading. The new group now has all the information it needs to reconstruct the whole story.
- 7) Give out copies of the entire story for students to read as a final activity.

The Story of the Constitution Jigsaw Reading

Intermediate Level

(Note to Teachers: Cut the reading up into three parts along the lines below.)

The Constitution is more than an old piece of paper. It is an exciting story that lives to this day. The Constitution touches you every time you read criticism of government in the newspaper, drink alcohol, see a demonstration, or pass a church. Our plan for government and our rights are in the Constitution.

The Declaration of Independence, written by Thomas Jefferson in 1776, helped make us independent from England. It wasn't a Constitution, but it was a first step toward a Constitution. After the Declaration of Independence we won the Revolutionary War and became independent from England. Then we needed a plan of government.

Our first Constitution wasn't even called a Constitution. It was called the Articles of Confederation. But it didn't work well. The people didn't want another King like the King of England. But with this government the states were too powerful and the federal government was too weak. Many states printed their own money. The national government could not tax the people so it could not pay the bills it had from the Revolutionary War.

A group of men, but no women, from 12 of the first 13 states met to write a new plan of government in the long, hot summer of 1787. Only Rhode Island wasn't represented. We call this plan the Constitution. The meeting was called the Constitutional Convention. It was an exciting time. But it was also difficult. The representatives argued. Sometimes it seemed like they would never agree.

Many representatives studied ideas of government from other countries. Some people, led by James Madison, wanted a strong central government. They represented city people and people with more money. Others, led by Roger Sherman, thought strong states were more important. They represented farmers and people with less money. Both sides had to compromise. They agreed on a Constitution that made the central government stronger than it was in the Articles of Confederation. But the states still had much power. The Constitution was not perfect. It didn't make slavery illegal and only people with property could vote. We needed to change it with amendments so that black people and women could vote.

The Constitution has an introduction, called a Preamble, and seven parts, called the Articles. The Bill of Rights in 1791 added 10 changes, called amendments. We now have 26 amendments to the Constitution. In 1971 the 26th amendment gave 18-year-olds the right to vote. The Constitution is living because we can change it with amendments. In 1989, for example, President Bush wanted an amendment to make burning the flag illegal.

The Constitution gives us a government called a republic because it is elected by the people. Our government has three branches. None has all the power. Each watches over the other two. This sharing of power is called the system of checks and balances. The three branches are the executive, legislative and judicial. The executive branch includes the president who makes sure the laws are followed. The legislative branch makes the laws. It includes the Senate and the House of Representatives. The third branch, the judicial, explains the laws. The judicial part includes the highest Court and other courts.

Our Constitution is not perfect. We have added amendments. But it has been a model for other countries and many of its ideas are still living after 200 years.

Constitution Jigsaw Reading Questions

1. How do we change the Constitution?
2. Who wrote the Declaration of Independence?
3. Which branch of the Government explains the laws?
4. From what country did the United States gain its Independence?
5. What is the System of Checks and Balances?
6. How many states attended the Constitutional Convention?
7. Who was allowed to vote in the original Constitution?
8. How many Articles does the Constitution have?
9. What year was the Constitutional Convention?
10. How many branches are there in the government?
11. What did we call our first Constitution?
12. Which branch of the Government makes sure the laws are followed?
13. How many amendments are in the Bill of Rights?
14. Which branch of the Government makes the laws?
15. When was the Declaration of Independence written?

Bingo Grid

Constitution Bingo

Intermediate Level

(Note to Teachers: Students study the questions below by putting the each question and each answer on separate cards or cut up pieces of paper. They must practice the questions and answer cards with a partner before playing Bingo. See Teacher's Guides for Concentration and Wordrace games for how students can practice these questions and answers with a partner. For Bingo they write the number answers randomly in their Bingo grids. Then read the question cards randomly and students mark the appropriate number on their Bingo grid until someone calls Bingo.)

1. How much of the Senate and the House must vote against a President's veto to override it? 2/3
2. How many judges are there in the Supreme Court? 9
3. How many amendments are there in the Bill of Rights? 10
4. How many years is the President's term? 4
5. How many years is a senator's term? 6
6. How many years is a representative's term? 2
7. How many amendments are there in the constitution? 26
8. How many presidents have we had? 41
9. Which amendment gives freedom of speech and press? 1st
10. How many states first agreed to the Constitution? 13
11. How many (consecutive?) terms can a person be President of the U.S.? 2
12. How many senators are there? 100
13. How many senators are there in each state? 2
14. How many branches of government are there? 3
15. When was the Constitution signed by the delegates of the Constitutional Convention? 1787
16. How many states were represented at the Constitutional Convention? 12

Dred Scott Decision Pre-Reading Activity

Intermediate Level

Note to teachers: Have students do this activity in pairs or groups of three. Cut up the story into strips. Give each group a set of sentence strips. Their task is to reassemble the story. After they complete the story, have students work in small groups to complete the "Arguing with Justice Taney" activity which follows.

Note to students: The Court has the job of interpreting the Constitution. The justices of the Supreme Court are not Gods; they are human. They can make good decisions, and they can make bad decisions. This is a story about one decision that the Supreme Court made in 1857. Work with your partners to see if you can put this story back together.

Before you begin, look at the map. Notice which states were free states in 1857 and which states were slave states.



**Dred Scott Decision
Scrambled Story**

Intermediate Level

Dred Scott was a slave in the state of Missouri. At that time, slavery was legal in some states; in other states it was illegal.

In 1834, Dred Scott's master took him from Missouri to Minnesota. Minnesota was a free territory.

They stayed in Minnesota for four years. And then they returned to Missouri.

Dred Scott went to Court to get his freedom, because he had lived in a free state for four years. The Chief Justice of the Court was Roger Taney. He was a slaveowner from Maryland.

He said he could not give Dred Scott his freedom. He said that slaves are a man's property, and the Fifth Amendment to the Constitution says that the government cannot take away a man's property.

Also, he said that people of African descent are not citizens. He said that African Americans had no rights in any court in the United States.

Arguing with Justice Taney

Intermediate Level

Note to Students: After you do the Dred Scott Scrambled Story Activity you will know something about the decision in that case. Here are some of the arguments of Justice Roger Taney in 1857. How would you answer him?

1. Black people are not citizens. Black people will never be citizens in the United States.

2. The Fifth Amendment to the Constitution says that a man has a right to have property. If I take away a man's slaves, that's like taking away his property. That's unconstitutional.

3. People of African descent have no rights in the courts.

4. Slavery is important. We need the slaves to work on the plantations in the south. It is good for the national economy.

One-Question Interviews Teacher's Guide

All Levels

What is a One-Question Interview?

In a One-Question Interview each student chooses a question, which will be used to interview classmates. Students conduct the interviews and record their answers. **Because the students choose their question they have an investment in finding out other students' answers.** It's a lot of fun because the class can become the equivalent of a gaggle of reporters doing on-the-street-type interviews.

After the interviews, students can post their page of notes on the wall and/or report back on what they discovered. The one-question interview activity is an alternative to a whole class discussion or a debate. What is crucial is that, unlike debates or whole class discussions where more vocal students dominate, **it gets everyone talking.** Issues may emerge from a one-question interview activity that merit follow-up whole class debate or discussion.

How to Do One-Question Interviews

1. **Explain to students the one-question interview activity.**
2. **Introduce the specific topic of the interview questions** (your arrival in America, your experience with voting, your experience with government, etc.) Ask students what questions they'd like to ask each other about this topic. Write their questions on the board.
3. **Hand out the list of prepared questions.** Tell students to read the questions and circle two or three they would like to ask their classmates. Ask again if students have any questions they want to add. Ask students to write any student-generated questions not on the sheet at the bottom of the list.
4. Write all the numbers of the questions on the blackboard. **Ask students to tell you what question they'd like to interview fellow students on.** Hold up pieces of chalk and have students come up and put their initials next to the question they want to ask. You can have one student or more than one student per question. One student per question allows more questions to be put into circulation. One person can usually interview 5-10 people in 20-30 minutes; therefore, if two people have the same question, they will be able to interview different people in a group of 20.
5. Give students 10 minutes to think about how they will answer the questions when they are interviewed.
6. **Xerox the accompanying worksheet or ask students to take a blank sheet of paper.** They should write their question at the top of the paper. Below the question there should be two columns: one is optional for the interviewee's name (**names are optional since students may want to keep their opinions anonymous**); the other column is for their answer.

7. **Give students they will have 30 minutes or so to interview and be interviewed.** The interviewer should record short notes on each student's answer. Tell them to write clearly, because students will later read their notes, and they will need to report on what they learned. **You may want to space the interviewing out over a couple classes so that each student will have an opportunity to interview as many people as possible.**
8. **Model the activity.** Ask for two student volunteers. Ask the volunteers which questions they chose, and write them at the top of two big boxes you draw on the board. Let the students ask each other their questions and ask them to put the name of the student they interview (if the student approves), and short notes on the answers in their respective blackboard boxes.
9. **Ask everyone to stand.** This is very important because if everyone is standing they are more mobile and will tend to ask their question to more people. It also creates a more informal and natural conversational atmosphere than students sitting at desks.
10. **Give students 30 to 45 minutes to mill and interview.** As mentioned before, it often works better to space the interviewing over a couple of classes.
11. When students are finished **tape their notes to the walls.** Arrange them so there is lots of space between them. Students walk around and look at the comments on the sheets.
12. Let students browse for a while (10-15 minutes). Tell students they are going to talk about what surprised them about their answers or to summarize what they learned. Write on the board phrases like "The main thing I learned was ...", "One interesting answer was ...", "Most people said that..." Stress that the confidentiality of students' answers should be respected.
13. **Put people in small groups to report on their answers.** Lively discussions will probably ensue. The reporting and discussion process may take portions of a couple class periods.

Students' One-Question Interview Notes

Name: _____

My Question: _____

Name and Country	Notes on Answer

Constitution One-Question Interview

Intermediate Level

(**Teachers Note:** Review vocabulary from the questions below before you ask students to choose which questions they want to do for their one-question interview. Also, many of the questions below are about controversial issues and require background knowledge. You need to decide if you want to address them first in a one-question interview activity.)

1. What right or freedom is most important to you?
2. Is there a law you would like to change in this country? If yes, which law?
3. Do you agree or disagree with capital punishment?
4. Do you agree or disagree with government control of the news? If you agree, in what situation can the government control the news?
5. Should or shouldn't we have an amendment to make it illegal to burn the flag in protest?
6. What should be the legal age for drinking?
7. What should be the legal age for voting?
8. It is illegal in the U.S. to require students to pray if they are in a public school. Do you agree or disagree with this law?
9. Do you agree or disagree about U.S. laws about owning guns?
10. There is a movement in the United States to make English the official language. Do you agree or disagree?
11. Do you agree or disagree with Affirmative Action?
12. Drugs that are illegal here are legal in some countries. Do you agree or disagree with making such drugs legal in the U.S.?
13. Name one thing you learned about the Constitution in this class.
14. What is the most important service that the U.S. government provides you?
15. Name one thing you would protest in this country.

(Students can write their questions below.)

What is a peer test? In this activity the students each choose a question to ask their peers. They circulate around the room asking the question and telling the correct answer, if necessary.

Procedure for Peer Testing

1. Hand out copies of the peer test questions. Ask students to read the questions silently.
2. Put students in pairs and ask them to take turns asking all the questions and discussing the answers. Do an example: one student asks number 1 to his partner; she answers and they discuss the answer; she asks number 2 and he answers, etc.
3. Ask students to each choose one of the questions they would like to ask their classmates. If students want to make up a different question related to the unit they can do this also.
4. Write just the numbers of the questions on the board. Ask students to tell you which questions they want to ask. As the questions are chosen, circle the questions and write the name of the questioner. Depending on the size of your class, you can have one or two students per question. If students make new questions, ask students to write them at the bottom of their question sheets.
5. Tell students that you have the answers and that if they are unsure about the answer to their question that they should ask you.
6. Hand out copies of the attached "Students' Peer Test Response Sheet". Tell students to write their question and answer at the top.
7. Tell students that they should ask their question to at least ten people. If the person gives the wrong answer, they should find out the correct answer from classmates and try again. Then the student asking the question can write the student's name and country on their response sheet. Filling in the response sheet gives them practice asking and answering information questions and helps them keep track of who they have asked.
8. Model the activity. Ask for two volunteers to come to the front of the room and ask their questions and write in their names and countries. Encourage students to ask for spelling of their classmates' names.
9. Ask all students to stand up, circulate, and ask their questions. Insisting that all students get on their feet and talk will help re-invigorate students even after spending a long day at work.
10. After 15 minutes, ask students how many students they have talked to. Give them five more minutes and then ask the class which question seemed difficult and easy.

Student's Peer Test Response Sheet

My Test Question: _____

The Answer: _____

Who did you ask?

Name

Country

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Constitution and Government Quiz

All Levels

(Note to teachers: Since there is a lot of information in this unit, you may want to do the quiz in two parts.)

Part I

1. What is the name of our President?
2. What is the name of our Governor?
3. Who is the Mayor of New York City?
4. What is the Constitution?
5. What are the three parts of the Constitution?
6. When was the Constitution written?
7. How many amendments are in the Bill of Rights?
8. Name two amendments from the Bill of Rights.
9. What are the three branches of our central government?
10. What branch are the President and Vice-President part of?
11. How many often are the President and Vice-President elected?
12. Where does the President live?
13. What are two things the President does?

Part II

1. What does the legislative branch do?
2. Where does Congress meet?
3. How many senators are elected from each state?
4. Who are the two senators from New York?
5. Why can New York state elect many representatives?
6. What's the representative from your district?
7. What is the judicial branch?
8. What does the judicial branch do?
9. What are the three levels of government in the United States?
10. What's one example of what the federal government does?
11. What's one example of what the state government does?
12. What's one example of what the local government does?

Taxonomy of Books That Can be Used for the Constitution

Title	Page	Contents
<i>Amnesty: A Real-Life Approach</i> Steck-Vaughn	35-41	The Constitution and The Amendments
<i>Language Development Through Content</i> <i>America: The Early Years</i> Addison-Wesley Publishing	98-103	The U.S. Constitution, The Three Branches of Government
<i>Look at the U.S.</i> <i>(Literacy Level)</i>	33-38	American Government
<i>Look at the U.S.</i> <i>(Book 1)</i>	61-90	Constitution, Branches of Government, Bill of Rights, Other Amendments
<i>United States History</i> <i>(Volume I, 1620-1900)</i> Fearon Education	25-31	"A Government for the Ages" -- the signing of the Constitution.
<i>Your Government and You</i> Frank E. Richards Publishing Co., Phoenix, NY.		good background information, intermediate level background reading

Credits for Constitution Packet

Editors and Writers:

Dan Rabideau and Jim Roth

Original Artwork for Prohibition Picture Story, Amendments Pictures, And Right to Protest Picture Difference:

Richard A. Wilson

Election Day Resource Packet

**A Guide to Teaching ESL
in Amnesty Preparation Classes**

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**New York City
1989**

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Overview

I. Introduction

Over the next several years, over 100,000 residents of New York City will enroll in specially-focused ESL classes as part of their amnesty requirements. For many previously illegal aliens, these classes form a bridge into the adult education system and the community. Students enrolled in these classes will learn basic English language skills in the contexts of U.S. citizenship and history. These contexts serve to ground the students in their new culture and provide a framework for the acquisition and practice of language.

The purpose of this guide is to help teachers provide instruction that effectively integrates the development of basic language skills and content area knowledge. It contains a curriculum of content area objectives, resource packets corresponding to the objectives, teaching strategies and a bibliography.

II. Curriculum and Resource Packets

A. Curriculum

The curriculum is a listing of objectives in 12 broad areas. Ten areas correspond to the major U.S. holidays: Labor Day, Columbus Day, Election Day, Veterans' Day, Thanksgiving, Martin Luther King's Birthday, Presidents' Week, Memorial Day, Flag Day and Fourth of July. Some of the objectives appear more than once to allow for recycling and review.¹

Objectives in 2 additional areas, Coming to the U.S.A. and The Constitution, are not tied to a particular holiday and can be used to supplement instruction at any time.

Each of the objectives is designed to be within reach of students at all levels of ESL proficiency. Students will develop their oral language skills as they engage in activities designed to teach the content areas. Activities for beginning students should be simple enough to accommodate their limited vocabulary and fluency. More advanced students will work on the same objectives but in greater depth, using activities that require more fluency. The number of objectives addressed in a given course will vary with the level of English language proficiency and the level of literacy of the students. The objectives covered will vary depending on the time of year covered by the 60 hours of instruction.

The curriculum is intended to provide limited English-speaking students with the basic history and civics they will need as they take the first steps toward citizenship. Students whose language skills are advanced enough to prepare for the Permanent Resident Status Interview Examination or the Naturalization Interview will also find this curriculum helpful.

B. Resource Packets

¹The objectives were adapted from several sources including the Immigration and Naturalization Service, the CASAS IRCA Project and the New York State Education Department IRCA Curriculum.

Teaching resource packets have been developed for each of the 12 broad areas of the curriculum. The packets are designed to provide communicative activities that will develop students' language proficiency and lead them to mastery of the content objectives.

The packets contain the specific objectives for a particular area and instructional materials such as readings, pictures, maps, and sample lessons for use with students at various levels of language proficiency. Each packet also includes a quiz that students may use to check their understanding.

III. How to Use the Packets

The instructional packets were designed to stand alone; nevertheless, *A Guide to Teaching ESL in Amnesty Preparation Classes* is included as part of this series. It contains an overview of instructional issues and strategies relevant to the Amnesty preparation classes.

Objectives for Election Day:

1. Name three levels of government (federal, state, and local) and tell what each does.
2. Name the two senators from New York.
3. Name the representative from their district.
4. Name the two major political parties in the US.
5. Name the form of government in the U.S.A. (democracy) and describe what it means.
6. Describe how an election takes place in the US.
7. Name the candidates who are running for office this year.



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Picture Story Word Cards

Aldo and Elena came to New York in 1982. They are married.

Their son Carlos in the 6th grade at Public School 134.

Carlos brings a paper from school. It tells about the school board election. He shows it to his father.

Aldo and Elena fill out the form. They register as "Parent Voters."

They go to hear a candidate. He makes a speech.

On election day, Aldo and Elena go to the school to vote.



1982

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213

Election Day Picture Story (Set of 6)





216

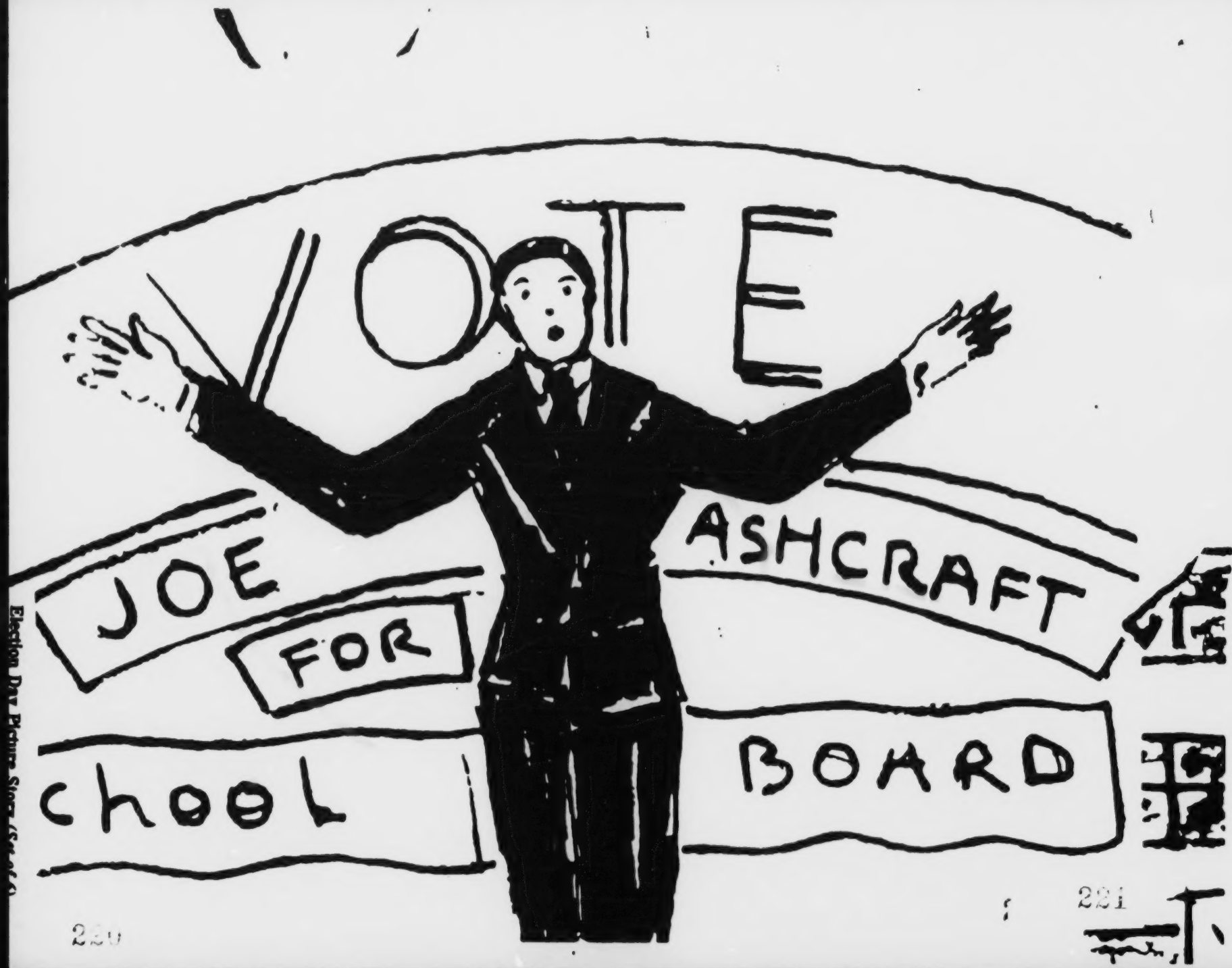


217

218



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Concentration Game Teacher's Guide

All Levels

What is "Concentration"?

This is similar to the TV show *Concentration*. Students try to remember the position of cards with matching information. It can be played to help students learn words that go with pictures (especially good for literacy students), questions that go with answers, two halves of a sentence, or just about any information that can be put on two cards that make a match.

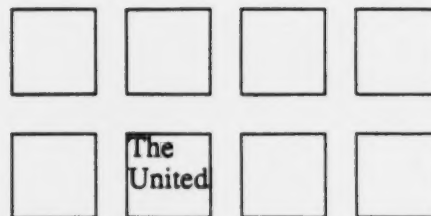
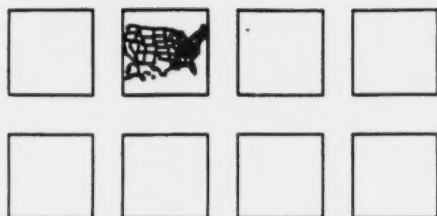
Procedure:

1. Cut out the matching pictures and/or words from the grid in this packet. Tape or glue them on squares of paper or index cards, so that when they're turned over the print doesn't show through the paper. It's good to make two or three sets so later small groups of the students can play the game simultaneously.
2. **Model the activity with the whole class.** The first time you play the game it's good to do it with the whole class. Ask students to stand in a circle around a table or part of the floor where you are going to lay down the cards.
3. Take five to ten of the pictures, for example, and lay them **face down** in random order on the table or the floor of your classroom. Next to the pictures, make a separate group of cards with words that match the pictures. See below:

Picture Cards

Word Cards

4. Ask for a volunteer to choose one card from each group of cards, and turn them over so that the other students can see the information on the card. If the student is lucky these cards will match and the student can pick them up and turn over two more cards looking for a match.



5. If the cards don't match, the student should turn them over and leave them where they lay. You can help the students to remember the position of the cards by pointing to each card and asking the group if they remember what's on it. Do this until students understand the importance of remembering the positions of the cards.
6. Moving clockwise around the circle of students, the next student should turn over two more cards.
7. Follow the procedure outlined in steps 4 and 5 until all the cards have been picked up. The student who has made the most matches is the winner.
8. Once the class has done the game together you can break them into groups to play the game in smaller groups with the other sets of cards.

Bingo Game Teachers Guide

All Levels

Why play Bingo?

Bingo is an international game. Many students have played Bingo in their countries. The game gives students practice with sight words, reinforces vocabulary, listening, and speaking. It is a good way to review information and is fun for all levels.

How is Bingo played?

Each player has a Bingo grid. Each Bingo grid has the same information, but that information is arranged differently on each grid. The students mark a square on their grid whenever the caller (one student or alternating students) announces the information on that square. The first student to fill a row of squares joyously calls "Bingo" and becomes the winner.

Procedure:

1. If you have literacy students in your class, first play Concentration (see *Concentration Teacher's Guide* in this packet) with the pictures and words in this packet. This will help them with the word recognition skills they will need to play Bingo. In Concentration, you cut out the picture and word squares from the grid, and mount them on cards. You can use the same cards for Bingo.
2. Each student needs a copy of the empty grid in the packet or have students make their own.
3. Draw a sample empty Bingo grid on the blackboard.
4. First do a dictation. Read the words that correspond with a picture. To provide a model, write the words in a **random** square on your blackboard grid. Ask students to do the same. Put each word card on the chalkboard ledge after you finish reading it. Continue to read the words while students randomly write them in Bingo grid squares. It's very important to check that students' Bingo grids are different from each other.
5. After you finish reading all the word cards and students have filled in all their squares, review the rules of Bingo (see "How is Bingo played?" above). Tell students Bingo is reached when all squares in two rows are marked with an "X". Demonstrate on the blackboard what different winning Bingo grids could look like.
6. Play a sample game using only your blackboard grid. Shuffle your word cards. Show the picture cards one-by-one to the student volunteer at the blackboard. Tell the student to put X's on the corresponding blackboard word squares. After showing each picture put them in a line on the blackboard ledge. Ask students after showing each card if Bingo has been reached. When Bingo is reached have the student practice yelling "BINGO!" ecstatically with the class joining in chorus.
7. Now play the game with the students. Show the pictures with the students marking corresponding Bingo squares with X's or small cut up squares of paper. If students mark their grids with cut up squares of paper the Bingo sheets can be re-used.

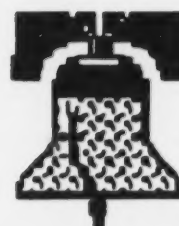
8. When a student yells "BINGO" (ecstatically, of course), ask the student to read off his or her squares while another student points to the corresponding pictures on the blackboard ledge. If BINGO has indeed been reached the student is the winner and can receive a reward (a piece of gum, for example). You can continue playing the game to get more Bingo winners.
8. Students can exchange Bingo sheets and play again. The game will last longer if you require that two rows instead of one be filled before a student declares Bingo. To give the students more control you can have a student can show the pictures instead of you. Picture/word Bingo is a good game to begin with. Later you can play question/answer Bingo (a good way to reinforce content) or half sentence/half sentence Bingo (students have the endings of sentences on their Bingo grid, and you read the beginning of the sentence), although games involving a lot of reading will not be appropriate for literacy students.

Bingo Grid

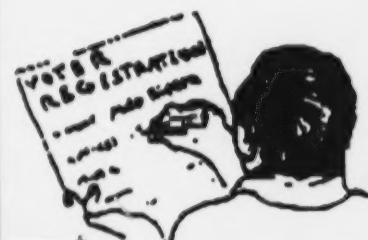
Election Day Symbols Picture Cards

All Levels

(Note to teachers: Use these symbols with the Concentration and Bingo Games in this packet. It is a good way to review basic vocabulary. You can expand on these symbols by making your own picture cards and sight cards from magazines and newspapers. Especially in an election year, you will find pictures of candidates. If your program is using a Civics/History text, it may contain illustrations that you can use for this purpose as well. Have students participate by bringing in their own pictures, or drawing their own pictures.)



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Election Day Symbols Word Cards

All Levels

(Note to teachers: Of course you can make your own word cards. We the text of the word cards can be simpler or more complex depending on the level of proficiency of your students. Fiona Armstrong suggests that one way to get students talking to each other is to give picture cards to half of the class and word cards to the other half. Have students find someone with the matching card. Practice specific questions, i.e., *What picture do you have?*)

voting machine

**a candidate making
a speech**

**the flag of the
United States**

**The donkey is the
symbol of the
Democratic Party.**

**The eagle is the
symbol of the
United States (it's
on the back of a
quarter.)**

the Liberty Bell

**The elephant is the
symbol of the
Republican Party.**

**a map of the
United States**

a polling place

**The capitol is the
place where
Congress meets.**

**the Statue of
Liberty**

**filling out a voter
registration form**

City Problems Teacher's Guide

All Levels

Objectives: A whole unit on city problems might seem overwhelming, but especially in an election year, students may want to learn the language to describe those problems, and hopefully, to think about solutions.

Elicit and pool. Tape the large illustrations of "City Problems" on the blackboard or on a large sheet of newsprint. Elicit from students the language needed to describe the problems in the illustrations. Ask them if they can think of other city problems that are not illustrated.

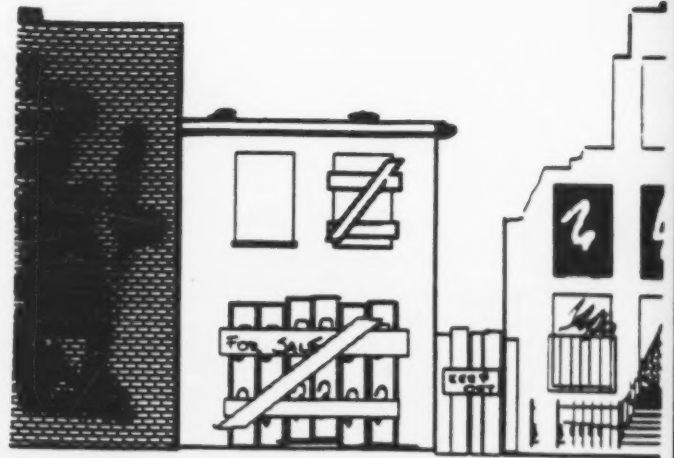
Practice the language. Give each student the page with small pictures, and ask them to cut or tear it into individual pictures. Read the descriptions of the pictures aloud. Ask students to hold up the picture being described. After they are familiar with the language, have individual students come up to the board. Read the descriptions aloud and have the student point to the picture being described. Ask more advanced students to read the descriptions aloud and have the rest of the class hold up the pictures being described.

Use the small pictures and descriptions to make a **Concentration Game** (see attached Teacher's Guide.)

Think about the problems. Ask beginning-level students to work in small groups with a set of pictures to put those pictures in order from most serious to least serious. High beginning-level students and intermediate students can work in groups to propose solutions to the problems.

Describe a pie graph to the class. Ask students to decide what % of the city budget should be spent to solve each of the problems described.

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City Problems Picture Descriptions

All Levels

(Note to teacher: You can make your own word cards simpler or more complex depending on the level of proficiency of your students. For those students who are already familiar with the vocabulary, you may want to make a Concentration game with the problem on one side and a possible solution on the other.)

**Many buildings are abandoned.
People need new apartments
with low rents.**

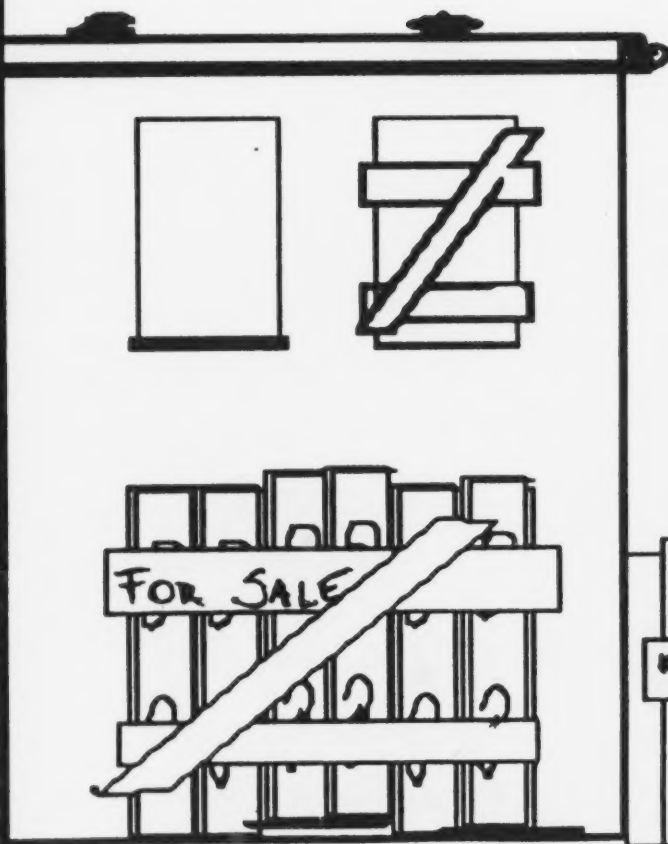
**Many people are homeless.
They need a place to live.**

**Hospitals are overcrowded and
expensive. People need better
health care.**

**The city is dangerous. There is
much crime. People need to feel
safer.**

**Drugs are a big problem.
People who use drugs need help
to quit.**

**Classrooms are too crowded.
Children need smaller classes.**





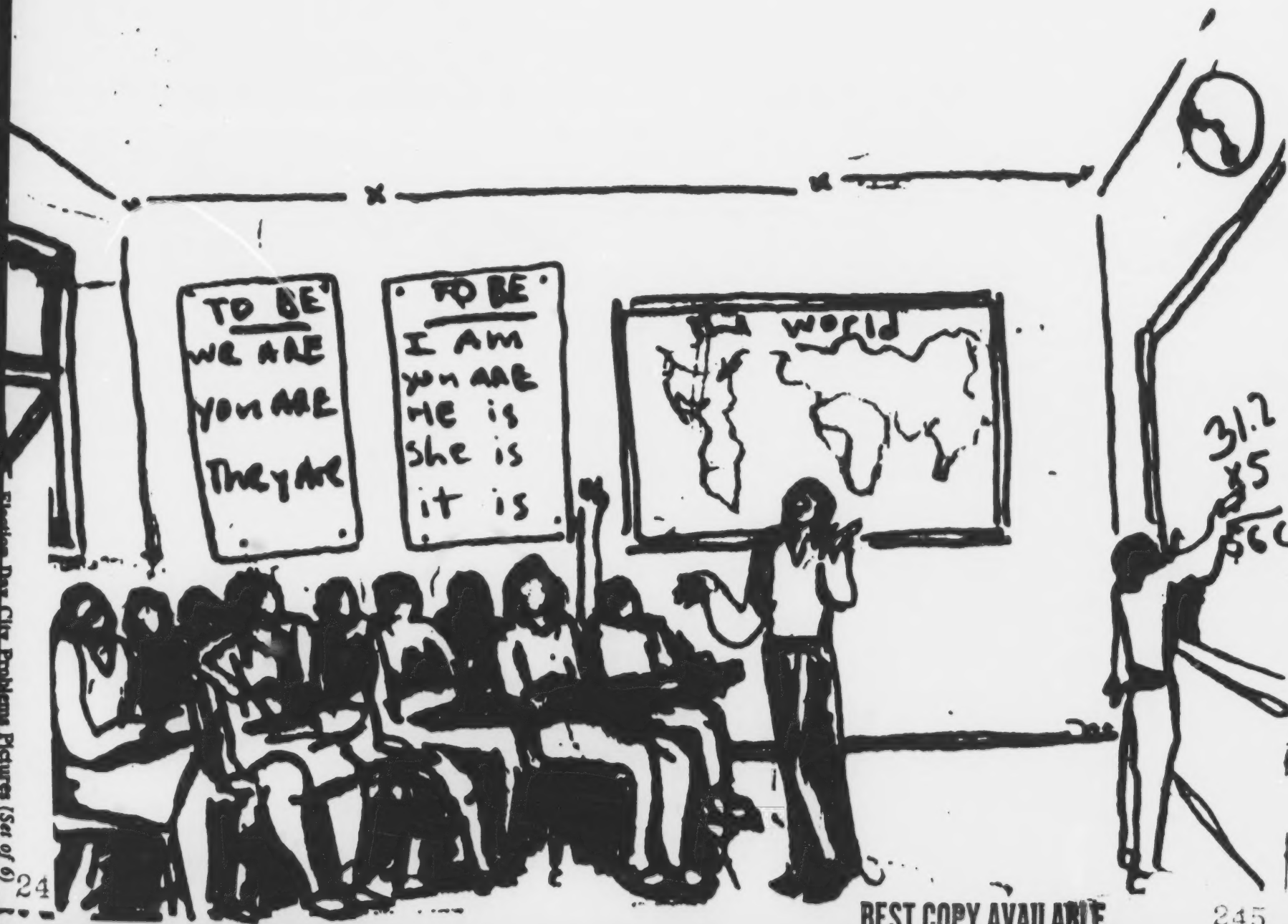
PLEASE
HELP
LOST
my
home

EMERGENCY ROOM









Picture Differences Teacher's Guide

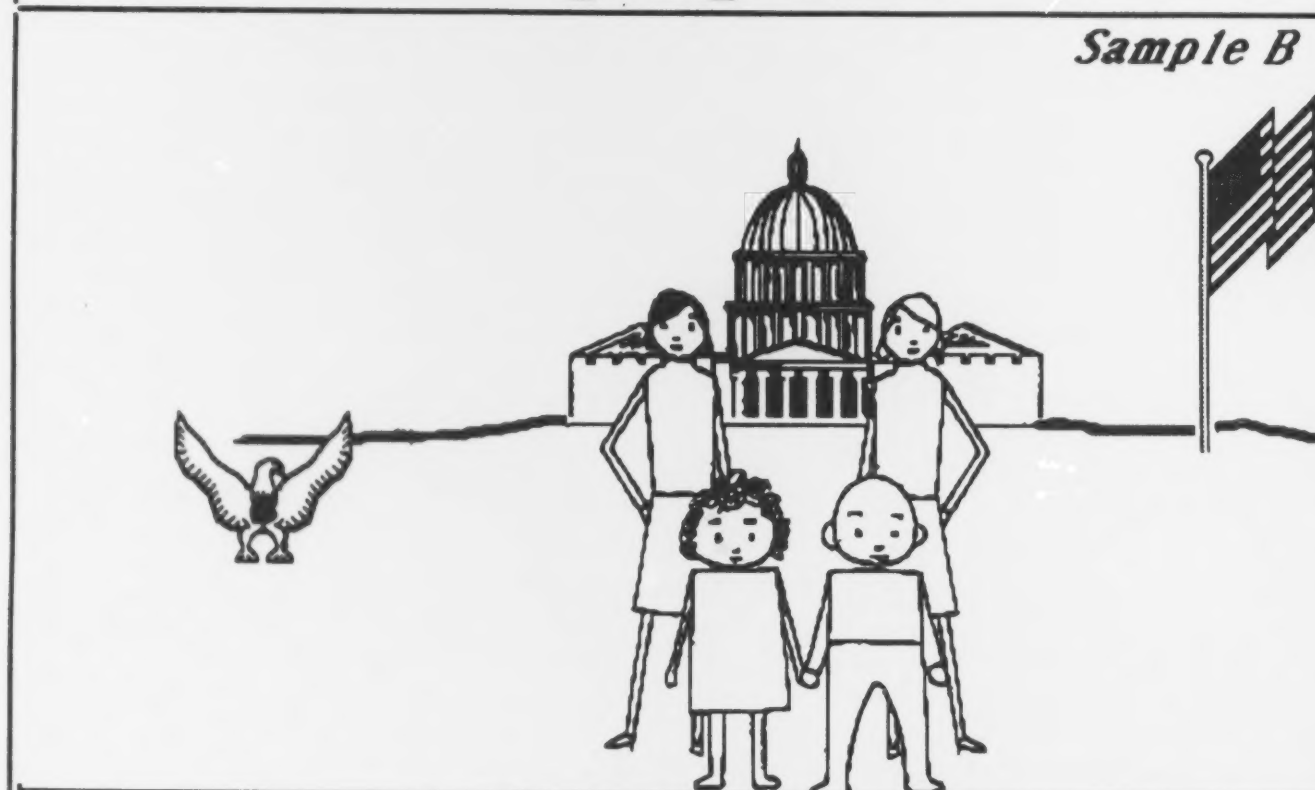
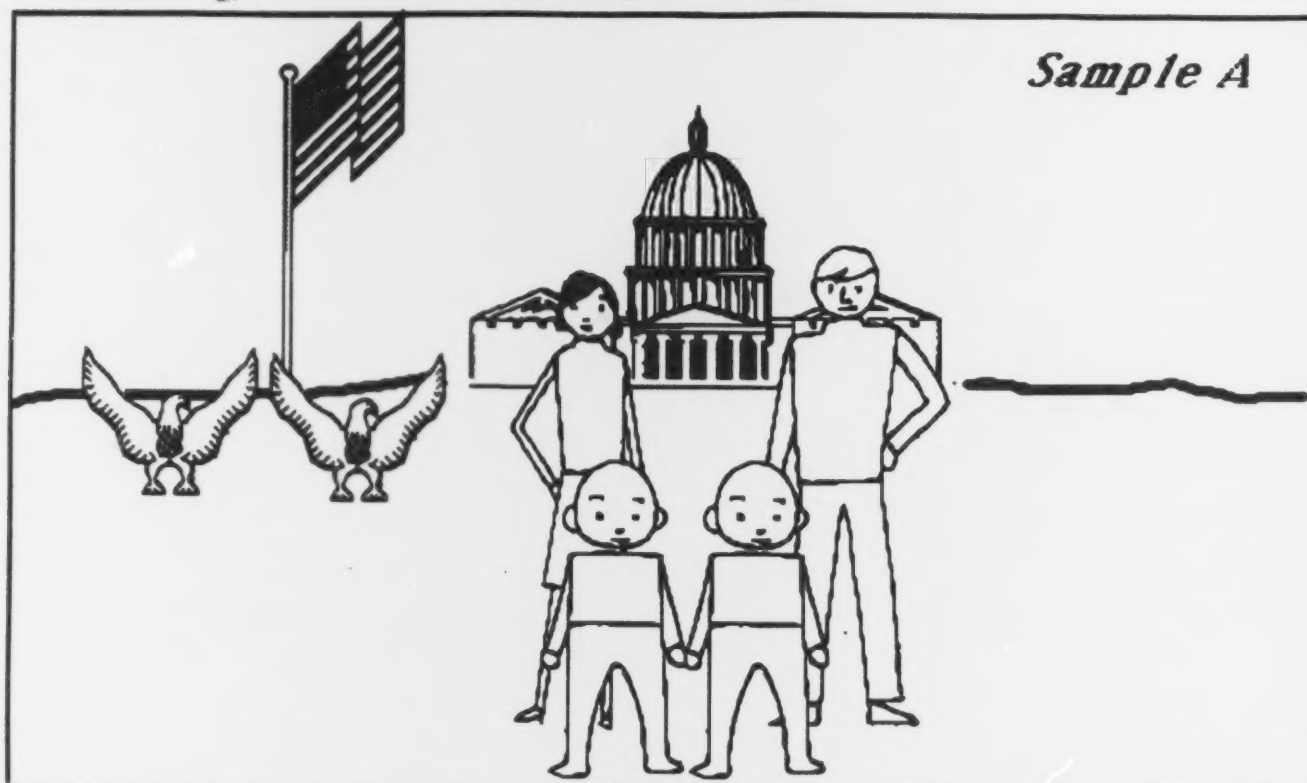
All levels

"Picture differences" activities are a good way for students to practice vocabulary and to develop strategies to make themselves understood in a communicative setting. Pairs or small groups of students work together to compare two pictures; their task is to find the differences between the two pictures.

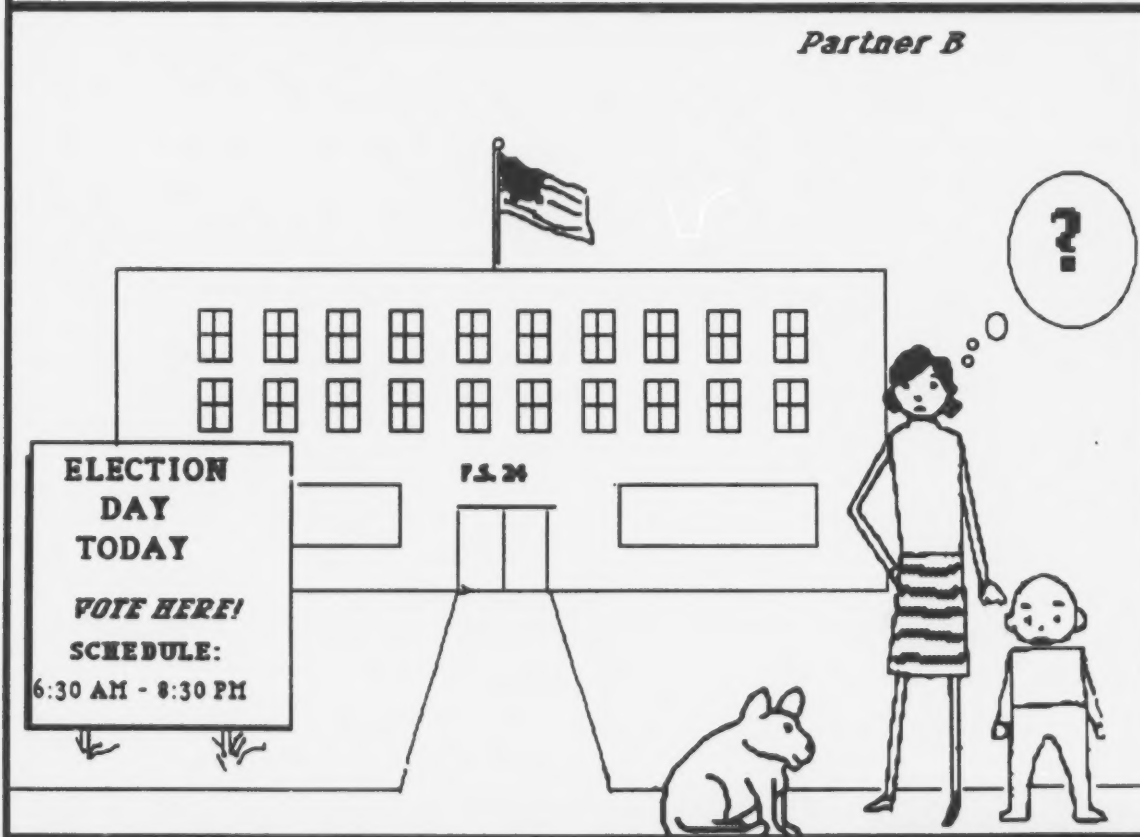
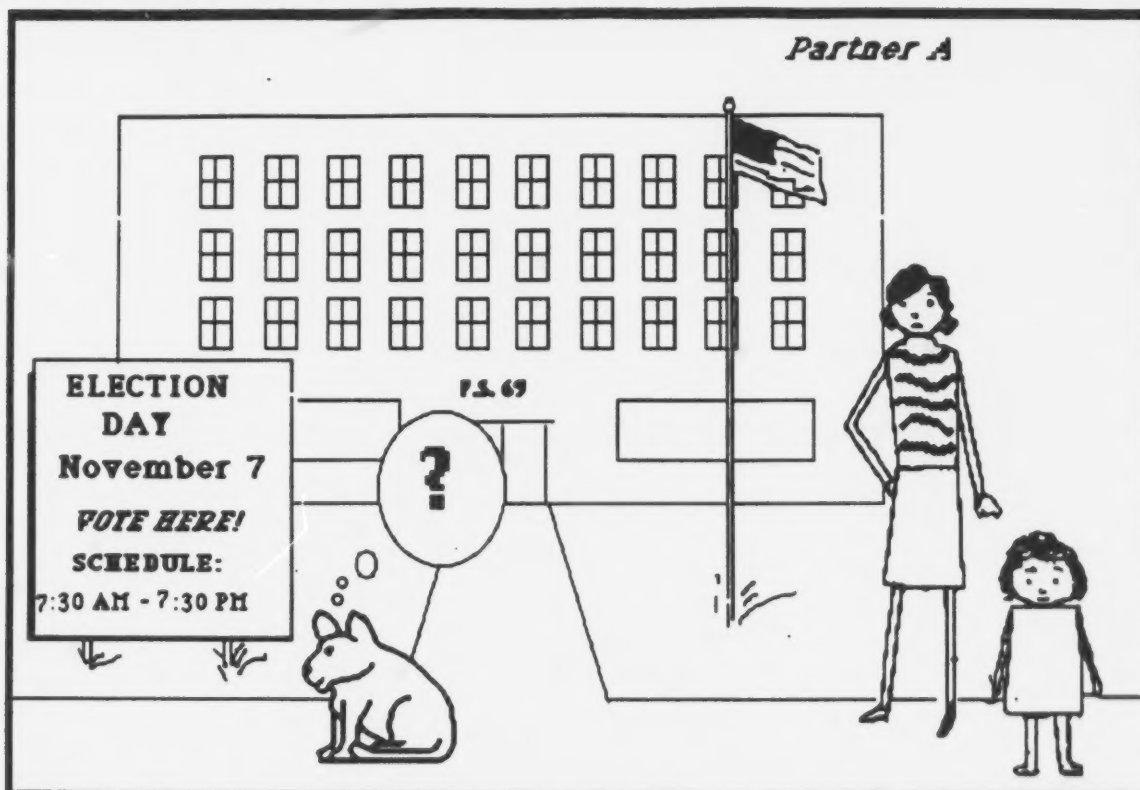
1. **Model the activity.** If this is the first time students are doing this activity demonstrate how it works, using the sample pictures on the following page.
2. Divide the class into two groups. Give the picture marked "Sample A" to the students in the first group and the picture marked "Sample B" to the other group. Ask students not to look at the other group's picture.
3. **Elicit from the students** the vocabulary and prepositions they will need to describe their pictures. Write the words on the blackboard. Vocabulary for the sample picture include *capitol, flag, eagle, man, woman, child, boy, girl*. Students will need to know prepositions to describe the picture: *in front of, next to, on the right/left*.
4. Explain to students that there are differences in the two sample pictures. As an example, ask students where the flag is in their picture. Students will see that the two groups have different answers. Ask them to circle the part of the picture that is different. (In a more advanced class, you may ask students to write down the difference.)
6. Have students in each group tell what they see in their picture. Tell students not to look at the other group's picture. The class will note the differences and either circle that part of the picture or write down the difference. If students fail to notice a difference you may want to prompt them with a question, i.e., "How many eagles are there in the picture?"
7. After doing the sample picture differences students should be able to do the picture differences from the holiday packet. Follow the procedure above for eliciting vocabulary. Keep students in groups until you think they are ready to work in pairs, with each partner having a different picture. Remind students not to look at each other's pictures.
8. **Follow up.** After students have found the differences, bring the class together to review and expand the language used to describe those differences.

For a complete resource book of "picture differences" activities, see *Look Again Pictures* by Judy Winn-Bell Olsen, Alemany Press; the book also serves as a handbook on how to facilitate this kind of activity. *Talk-A-Tivities* by Richard Yorkey, Addison-Wesley Publishing Co. also has some examples of this kind of activity. There is no one "right way" to facilitate the activity; it can be modified to use with students at various levels of proficiency.

Picture Differences Sample Page



Election Day Picture Differences



Community School Boards Election Discussion Teacher's Guide

Intermediate level

Elicit and pool. Make sure that students are familiar with the information in the picture story in this packet. They should know what a school board election is.

Have students brainstorm the qualities that they would want in a person on the school board, i.e., interest, honesty, intelligence, education, experience in schools, compassion, etc. Also, what kinds of characteristics would be bad for a candidate?

Distribute the "Election Discussion Exercise." Ask students to read about each of the candidates. Teach any vocabulary that students don't understand.

Divide the class into groups of 4 or 5. Students should discuss each candidate and say why this person **would** make a good candidate and why this person **wouldn't** make a good candidate. Have each group tell the class what they think about each of the candidates.

Follow-up. Ask students to vote for the candidate they would choose. Tally the results on the board.

Community School Boards Election Discussion Exercise

Intermediate level

In New York City, community school board members are elected every three years. The community school boards make decisions that affect the schools in their districts.

All registered voters can vote. Also, parents of elementary, junior high, or intermediate school children can register as "parent voters."

Election is the first Tuesday in May. The last election was May 1989.

Miguel Santos

Born: 9/16/50
Arecibo, P.R.

Married

3 children:
Sara, 15 yrs. old
Miguel, 13 yrs. old
José, 10 yrs. old

Occupation:
Bank manager

Mr. Santos graduated from
Brooklyn College in 1972.

Comments:

"Schools need more
discipline! We need
guards in the halls.

We have to be more strict.
We should suspend the
kids who make problems."

Florence Walker

Born: 10/18/53
New York, NY

Divorced

No children

Occupation:
Ex-school teacher. Now
she is an office
manager.

Ms. Walker has a Masters
degree from Bank Street
College of Education.

Comments:

"I quit teaching because
the schools are a bad place
to be. I want to change
that.

We need smaller classes
and higher teacher
salaries."

Richard Parker

Born: 4/23/40
Brooklyn, N.Y.

Single

1 adopted son:
Ronald, 14 yrs. old

Occupation:
Nursing Assistant

Mr. Parker dropped out of high
school. He got his G.E.D., and
now he is studying for a
Bachelors degree in nursing from
City College.

Comments:

"The schools are for everybody.
Some kids have problems in
school. We need special classes
and counselors for children with
problems."

Information Gap Activities: Teachers' Guide

All Levels

In an information gap activity, two students or groups of students have to talk with each other and share information in order to complete a task.

Doing an information gap the first time requires a careful explanation. But once understood it's a wonderfully communicative activity that you can use over and over with your class. It's also an activity that teachers can make by themselves easily.

Procedure:

1. If it is the first time you are doing an Information Gap, model the activity by copying this chart on the blackboard:

Group A	Group B
1. The United States has 50 states.	1. The United States has _____ states.
2. The capital of the United states is _____.	2. The capital of the the United States is Washington, D.C.
3. The President of the United States is George Bush.	3. The President of the United States is _____.
4. The U.S. flag has 50 stars and 13 stripes.	4. The U.S. flag has _____ stars and 13 stripes.

Divide the class into two groups. Point out that in question #1, the students in Group B are missing the information. Elicit from Group B the question they need to get the missing information, i.e., "How many states are there in the U.S.?" Do the same for the rest of the questions.

2. Quickly hold up the sheets marked "*Partner A*" and "*Partner B*" (found in this Packet). Point to number 1 on the A sheet and number 1 on the B sheet and walk around the room showing students that one is blank and the other is filled in.

When doing information gaps the first few times the class should be broken into two groups. Students in one group should each receive a copy of the sheet marked *Partner A*; the students in the other group should each have a copy of the sheet marked *Partner B*. Point out again that what's blank on the A sheet is filled in on the B sheet and vice versa. Then have someone from the A group ask a question about a blank item on their sheet. Write the question on the board. Have someone from Group B answer it.

3. Ask the students what they should do if they don't understand the answer. Elicit the sentences "Please repeat", "Repeat slowly", and "Please spell" (and any variations from the group).

4. After students have done an entire information gap activity in two large groups once or twice, they can do the next one in pairs; one student has the sheet marked *Partner A*, and the other student has the sheet marked *Partner B*. Students should be encouraged not to look at each other's paper.

New York City Government Information Gap

Beginning Level

Note to teacher: This Information Gap focuses on very simple questions: Who?, How many? and How much? As homework, you may ask students to find out who their Borough President and City Council member are.

Office	Salary
Mayor	\$130,000
President of the City Council	\$105,000
Comptroller	\$105,000
Borough Presidents	\$95,000
Board of Estimate	\$ (no extra salary)
(The Board of Estimate has 8 members: the Mayor, the City Council President, the Comptroller and 5 Borough Presidents have 1 vote each.)	
City Council	\$55,000
Council President and 35 council members (1 member from each of 35 districts)	

Partner A

New York City Government

Office	Salary
Mayor	\$ _____
_____	\$105,000
Comptroller	\$105,000
_____	\$95,000
Board of Estimate	\$ (no extra salary)
(The Board of Estimate has 8 members: the Mayor, the City Council President, the Comptroller and 5 Borough Presidents.)	
City Council	\$55,000

The City Council has ____ council members.

(cut on this line)

Partner B

New York City Government

Office	Salary
Mayor	\$130,000
President of the City Council	\$105,000
Comptroller	\$ _____
Borough Presidents	\$95,000
Board of Estimate	\$ (no extra salary)
(The Board of Estimate has ____ members: _____ _____ _____.)	
City Council	\$ _____

The City Council has 35 council members.

New York State Government Information Gap

Beginning Level

Note to teacher: This Information Gap focuses on very simple questions: Who?, How many? and How much? As homework, you may ask students to find out who their Borough President and City Council member are.

Office	Salary
Governor	\$130,000
Lieutenant Governor	\$110,000
State Senator	\$43,000
• New York State Senate has 61 members. • 25 of the members are from New York City.	
State Assembly	\$43,000
• New York State Assembly has 150 members. • 60 of the Assembly members are from New York City.	

New York State Government

Partner A

Office	Salary
Governor	\$ _____
Lieutenant Governor	\$110,000
State Senator	\$ _____
• New York State Senate has ____ members. • ____ of the members are from New York City.	
State Assembly	\$43,000
• New York State Assembly has 150 members. • 60 of the Assembly members are from New York City.	

(Cut along line)

New York State Government

Partner B

Office	Salary
Governor	\$130,000
Lieutenant Governor	\$ _____
State Senator	\$43,000
• New York State Senate has 61 members. • 25 of the members are from New York City.	
State Assembly	\$ _____
• New York State Assembly has ____ members. • ____ of the Assembly members are from New York City.	

New York State Government Information Gap

Intermediate Level

Legislative Branch

The legislative branch of the state government makes the laws. It has two parts, the Senate and the Assembly.

1. New York State Senate has 61 members. (25 of the senators are from New York City.) They are elected for two years. State senators make \$43,000 a year.
2. New York State Assembly has 150 members. (60 of the Assembly members are from the City of New York.) They are elected for two years. State assembly members make \$43,000.

Executive Branch

The chief executive of New York State is the Governor. The Governor can veto laws made by the legislative branch. The Governor of New York State is Mario Cuomo. Governor Cuomo took office on January 1, 1983. The Governor is elected for four years. The Governor makes \$130,000.

The Lieutenant Governor is elected with the Governor. The Lieutenant Governor is Stan Lundine. If the Governor cannot complete four years in office, the Lieutenant Governor becomes Governor.

Judicial Branch

1. New York State Court of Appeals: This court has one *Chief Judge* and six *Associate Judges*. The judges are appointed by the governor, but the State Senate has to approve the appointment. The judges stay in this Court for 14 years or until December 31 of the year of their 70th birthday. Judges make about \$90,000 a year.
2. Other State Courts include:
 - State Supreme Court, Appellate Division
 - State Supreme Court
3. The Local Court has is divided into three parts:
 - Criminal Court
 - Civil Court
 - Family Court

New York State Government

_____ Branch

The legislative branch of the state government makes the _____. It has two parts, the Senate and the Assembly.

1. New York State Senate has _____ members. (_____ of the senators are from New York City.) They are elected for two years. State senators make \$_____ a year.
2. New York State Assembly has 150 members. (60 of the Assembly members are from the City of New York.) They are elected for _____ years. State assembly members make \$43,000.

Executive Branch

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3. The Local Court has is divided into _____ parts:
 - Criminal Court
 - Civil Court
 - _____ Court

New York State Government

Legislative Branch

The legislative branch of the state government makes the laws. It has two parts, the Senate and _____.

1. New York State Senate has 61 members. (25 of the senators are from New York City.) They are elected for _____ years. State senators make \$43,000 a year.
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Executive Branch

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The Lieutenant Governor is elected with the Governor. The Lieutenant Governor is Stan _____. If the Governor cannot complete four years in office, the Lieutenant Governor becomes Governor.

Judicial Branch

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2. Other State Courts include:
 - State Supreme Court, _____
 - State Supreme Court
3. The Local Court has is divided into three parts:
 - _____ Court
 - Civil Court
 - Family Court

Three Levels of Government Teacher's Guide

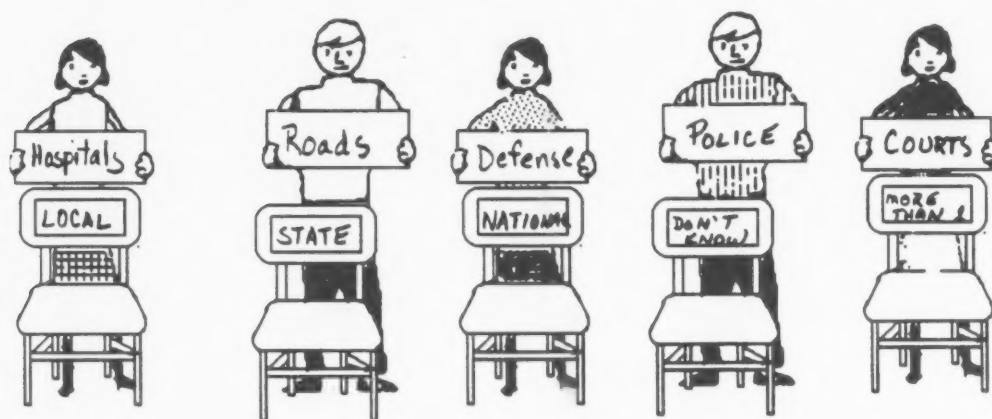
What is the three levels of government exercise? Students get a list of services and duties that government is responsible for. They categorize the items on the list according to which level(s) (local, state, federal, more than one) of government is involved.

1. **Elicit and pool.** If you haven't done anything on the three levels of government ask students what the three levels (national, state, local) are. Some may confuse "levels" with "branches". If they're puzzled give them "national" and see if they can come up with the others. Ask students the difference between city and county. Review the counties (boroughs) in New York City. Ask them to name some of the elected officials at each level of government.
2. Ask students how the government in their countries helped or didn't help them (i.e. services they received or didn't receive).
3. Do a mindmap wherein you write on the blackboard the services that students brainstormed. You might need to prompt them a little. For example, you can ask them how their garbage gets picked up, or who delivers their mail. If you don't get many ideas don't worry. Tell students they will do an exercise that will help them think more about how government affects them.
4. Hand out the appropriate list (beginning or intermediate). Ask students to read the list. If students have thought of services not on the list in the steps above, ask them to write these services at the bottom of the list.
5. **Make sure the vocabulary is understood.** Quickly sketch three pictures on the blackboard: a garbage can, the bars of a jail cell, and a tree. Make the sketches extremely rough and quick: the idea is to make a crude yet recognizable representation, not a work of art. Ask students to identify the pictures (Sanitation Department, Department of Corrections, and Parks Department) and write the words under the pictures. Continue drawing (or ask volunteers to make quick sketches) until all the items on the list have quick visual representations on the blackboard.
6. Ask students to categorize the list by putting "L" for local, "S" for state, "N" for national, and "M" for those items that are handled by more than one level of government. Do the first five items together as a class. Refer to the "Teacher's Answers: Three Levels of Government" for the levels of government for the first five items. Let students categorize the rest of the list in pairs. They shouldn't receive the answers until much later.

Beginning Level Kinesthetic Activity:

- Make big flashcards on 8 1/2 x 11" paper that say "LOCAL", "STATE", "NATIONAL", "MORE THAN ONE LEVEL", "NONE OF THE LEVELS" AND "DON'T KNOW". Tape these levels of government categories to five chairs, and spread them out across the width of the room.

- Write 1-23 on the blackboard and ask for student volunteers to write the item (e.g. PUBLIC SCHOOLS) in big letters on 8 1/2 x 11" paper. One student may write more than one flashcard. Show them a model. As a student volunteers to write an item on paper, write their name next to that number on the blackboard.
- **To continue this activity each student must choose only one flashcard.** You can call the remaining flashcards "person-less" flashcards.
- Ask students to come one-by-one with their flashcards to the front of the room. Ask the class under which level of government they would place that item, and have the student hold up their flashcard and stand behind the chair with the sign showing the appropriate level of government. If there is much disagreement have the student stand behind "DON'T KNOW". Encourage differing opinions.



- Continue one-by-one until all students are standing behind some level of government category. Go through the same process with the "person-less" flashcards. Then lay them on the floor behind the appropriate level of government category.
- Refer to the "Teacher's Answers: Three Levels of Government Activity" for the correct level of government for each item.
- Once all the items are categorized write the answers next to the item numbers and names on the blackboard.
- Ask students to return to their seats and check the answers they had written on their lists against the answers on the blackboard.
- Collect the flashcards. You can redistribute them and ask students to stand behind the correct sign. As a review you can do this again in the next class.

Intermediate Level Group Activity:

- Form groups of 4 - 6 students. Ask one student in each group to divide a part of the blackboard or a newsprint sheet into five sections entitled "LOCAL," "STATE," "NATIONAL," "MORE THAN ONE LEVEL," AND "DON'T KNOW." Ask students to put the remaining items on the list under these categories.
- **Checking their answers:** Refer to "Teacher's Answers: Three Levels of Government Intermediate Activity" or bring in as many NYC (**any borough**) **phone books** as you can. Distribute them to the groups. When students are finished categorizing on their own, assign 5-7 items to each phone book group to look up in the blue government pages in the back. Students can check their answers this way.
- Ask students to report back to the class on the answers they found by looking in the phone books. Have a student record the answers on the board. You can refer to the "Teacher's Answers for Three Levels of Government Activity".
- Ask students to find three items they want the telephone numbers to. Ask students to look up the numbers and record them on the sheet.
- To review this information the next class follow the directions for the *Kinesthetic Activity* above.

Three Levels of Government: National, State, and Local

Beginning Level

Below is a list of some of the ways that national, state, and local government is in our lives. Write (N) for national, (S) for state, (L) for local government, and (M) for those that are part of many levels of government.

- | | |
|-------------------------------------|---|
| 1. City University of New York | 13. Driver's Licenses |
| 2. Police | 14. Army |
| 3. Courts | 15. Fire Protection |
| 4. AIDS Help | 16. Immigration |
| 5. State University of New York | 17. Parks |
| 6. Garbage Pick-Up | 18. Job Information |
| 7. Mail | 19. Job Safety |
| 8. Answers to Questions about Drugs | 20. Libraries |
| 9. Subways and Buses | 21. Unemployment |
| 10. Jails | 22. Food Stamps |
| 11. Public Education | 23. Taxes |
| 12. Pregnancy Information | 24. Help for Abused Wives, Husbands, and Children |
| | 25. Medicaid/Medicare |

Teacher's Answers: Three Levels of Government

Beginning Level

Below is a list of some of the ways that national, state, and local government is in our lives. Write (N) for national, (S) for state, (L) for local government, and (M) for those that are part of many levels of government.

- | | |
|---|---|
| 1. City University of New York (L) | 13. Driver's Licenses (S) |
| 2. Police (M): (L), (S), (N) | 14. Army (N) |
| 3. Courts (M): (L), (S), (N) | 15. Fire Protection (L) |
| 4. AIDS Help (M): (L), (S) | 16. Immigration (N) |
| 5. State University of New York (S) | 17. Parks (M): (L), (S), (N) |
| 6. Garbage Pick-Up (L) | 18. Job Information (S) |
| 7. Mail (N) | 19. Job Safety (S) |
| 8. Answers to Questions about Drugs (S) | 20. Libraries (L) |
| 9. Subways and Buses (L) | 21. Unemployment (S) |
| 10. Jails (M): (L), (S), (N) | 22. Food Stamps (L) |
| 11. Public Education (M): (L), (S), (N) | 23. Taxes (M): (L), (S), (N) |
| 12. Pregnancy Information (L) | 24. Help for Abused Wives, Husbands, and Children (L) |
| | 25. Medicaid/Medicare (N) |

Three Levels of Government: National, State, and Local

Intermediate Level

Below are a list of services, departments, and offices that can be found in our local, state, and U.S. government. Please read the list. Then mark (N) next to those that belong to the U.S. Government, "S" next to those part of the NY State Government, (L) next to those in the local government, and "M" for those in more than one level of government.

- | | |
|---|---|
| 1. Board of Education | 17. State University of New York |
| 2. Police Department | 18. AIDS Information (Health Department) |
| 3. Department of Correction | 20. Immigration and Naturalization |
| 4. Medicare Information and Social Security | 21. Community Boards |
| 5. Environment Protection Agency | 22. Family Courts (Courts) |
| 6. Assembly | 23. Public Libraries (Not in blue pages) |
| 7. Small Claims Courts (Civil Courts) | 24. Department of the Treasury |
| 8. Job Service Division (See Labor Department) | 25. Internal Revenue Service |
| 9. Housing Authority | 26. Drug Abuse Information Hotline |
| 10. Birth and Death Records (Health Department) | 27. Department of Motor Vehicles |
| 11. Department of Parks and Recreation | 28. City University of New York |
| 12. Department of Defense | 29. Fire Department |
| 13. Department of Sanitation | 30. Unemployment Insurance (Dept. of Labor) |
| 14. Metropolitan Transit Authority | 31. Federal Bureau of Investigation |
| 15. Department of Labor | |
| 16. Postal Service | |

Teacher's Answers: Three Levels of Government

Intermediate Level

Below are a list of services, departments, and offices that can be found in our local, state, and U.S. government. Please read the list. Then mark (N) next to those that belong to the U.S. Government, "S" next to those part of the NY State Government, (L) next to those in the local government, and "M" for those in more than one level of government.

- | | |
|---|---|
| 1. Board of Education (see Education) (L) | 16. Postal Service (N) |
| 2. Police Department (L) | 17. State University of New York (N) |
| 3. Department of Correction (M): (L), (S) | 18. AIDS Information (Health Department) (L) |
| 4. Medicare Information and Social Security (N) | 20. Immigration and Naturalization (N) |
| 5. Environment Protection Agency (N) | 21. Community Boards (L) |
| 6. Assembly (S) | 22. Family Courts (Courts) (L) |
| 7. Small Claims Courts (See Civil Courts) (L) | 23. Public Libraries (Not in blue pages) (L) |
| 8. Job Service Division (See Labor Department) (S) | 24. Department of the Treasury (N) |
| 9. Housing Authority (L) | 25. Internal Revenue Service (M): (L), (S), (N) |
| 10. Birth and Death Records (Health Department) (L) | 26. Drug Abuse Information Hotline (See Drug Abuse) (S) |
| 11. Department of Parks and Recreation (M): (L), (S), (N) | 27. Department of Motor Vehicles (S) |
| 12. Department of Defense (N) | 28. City University of New York (L) |
| 13. Department of Sanitation (L) | 29. Fire Department (L) |
| 14. Metropolitan Transit Authority (S) | 30. Unemployment Insurance (Dept. of Labor) (S) |
| 15. Department of Labor (M): (L), (S), (N) | 31. Federal Bureau of Investigation (N) |

One-Question Interviews Teacher's Guide

All Levels

What is a One-Question Interview?

In a One-Question Interview each student chooses a question, which will be used to interview classmates. Students conduct the interviews and record their answers. **Because the students choose their question they have an investment in finding out other students' answers.** It's a lot of fun because the class can become the equivalent of a gaggle of reporters doing on-the-street-type interviews.

After the interviews, students can post their page of notes on the wall and/or report back on what they discovered. The one-question interview activity is an alternative to a whole class discussion or a debate. What is crucial is that, unlike debates or whole class discussions where more vocal students dominate, **it gets everyone talking.** Issues may emerge from a one-question interview activity that merit follow-up whole class debate or discussion.

How to Do One-Question Interviews

1. **Explain to students the one-question interview activity.**
2. **Introduce the specific topic of the interview questions** (your arrival in America, your experience with voting, your experience with government, etc.) Ask students what questions they'd like to ask each other about this topic. Write their questions on the board.
3. **Hand out the list of prepared questions.** Tell students to read the questions and circle two or three they would like to ask their classmates. Ask again if students have any questions they want to add. Ask students to write any student-generated questions not on the sheet at the bottom of the list.
4. **Write all the numbers of the questions on the blackboard.** Ask students to tell you **what question they'd like to interview fellow students on.** Hold up pieces of chalk and have students come up and put their initials next to the question they want to ask. You can have one student or more than one student per question. One student per question allows more questions to be put into circulation. One person can usually interview 5-10 people in 20-30 minutes; therefore, if two people have the same question, they will be able to interview different people in a group of 20.
5. **Give students 10 minutes to think about how they will answer the questions when they are interviewed.**
6. **Xerox the accompanying worksheet or ask students to take a blank sheet of paper.** They should write their question at the top of the paper. Below the question there should be two columns: one is optional for the interviewee's name (names are optional since students may want to keep their opinions anonymous); the other column is for their answer.

7. Give students they will have 30 minutes or so to interview and be interviewed. The interviewer should record short notes on each student's answer. Tell them to write clearly, because students will later read their notes, and they will need to report on what they learned. You may want to space the interviewing out over a couple classes so that each student will have an opportunity to interview as many people as possible.
8. **Model the activity.** Ask for two student volunteers. Ask the volunteers which questions they chose, and write them at the top of two big boxes you draw on the board. Let the students ask each other their questions and ask them to put the name of the student they interview (if the student approves), and short notes on the answers in their respective blackboard boxes.
9. **Ask everyone to stand.** This is very important because if everyone is standing they are more mobile and will tend to ask their question to more people. It also creates a more informal and natural conversational atmosphere than students sitting at desks.
10. **Give students 30 to 45 minutes to mill and interview.** As mentioned before, it often works better to space the interviewing over a couple of classes.
11. When students are finished **tape their notes to the walls.** Arrange them so there is lots of space between them. Students walk around and look at the comments on the sheets.
12. Let students browse for a while (10-15 minutes). Tell students they are going to talk about what surprised them about their answers or to summarize what they learned. Write on the board phrases like "The main thing I learned was ...", "One interesting answer was ...", "Most people said that..." Stress that the confidentiality of students' answers should be respected.
13. **Put people in small groups to report on their answers.** Lively discussions will probably ensue. The reporting and discussion process may take portions of a couple class periods.

Students' One-Question Interview Notes

Name: _____

My Question: _____

Name and Country	Notes on Answer

Election Day One-Question Interview

Intermediate Level

1. Did you ever vote in your country?
2. Is voting voluntary or required in your country?
3. Do people vote for president in your country?
4. Do people vote for a national legislature in your country?
5. Do people vote for a state government in your country?
6. Do you have voting machines or paper ballots in your country?
7. Do you think it's important or not important to vote in your country?
8. Do you think it's important or not important to vote in this country?
9. Do you think elections are fair or unfair in your country?
10. Do you think elections are fair or unfair in this country?
11. Do you have any children in school in this country?
12. Have you ever voted in a school board election in this country?
13. Is the school system better or worse in this country compared to your country?
14. What are the two biggest problems with the schools in your country?
15. What are two biggest problems with the schools in this country?
16. Would you like or not like to be mayor of New York City?
17. If you were mayor of New York City, what would be the your most important action?
18. What is different about the problems of New York City and the big cities in your country?
19. How is the state or provincial government in your country different from New York's?
20. How is the local government of your city in your country different from the New York City government?

Write questions from your class on the back of this paper:

Peer Test Teacher's Guide

Intermediate Level

What is a peer test? In this activity the students each choose a question to ask their peers. They circulate around the room asking the question and telling the correct answer, if necessary.

Procedure for Peer Testing

1. Hand out copies of the peer test questions. Ask students to read the questions silently.
2. Put students in pairs and ask them to take turns asking all the questions and discussing the answers. Do an example: one student asks number 1 to his partner; she answers and they discuss the answer; she asks number 2 and he answers, etc.
3. Ask students to each choose one of the questions they would like to ask their classmates. If students want to make up a different question related to the unit they can do this also.
4. Write just the numbers of the questions on the board. Ask students to tell you which questions they want to ask. As the questions are chosen, circle the questions and write the name of the questioner. Depending on the size of your class, you can have one or two students per question. If students make new questions, ask students to write them at the bottom of their question sheets.
5. Tell students that you have the answers and that if they are unsure about the answer to their question that they should ask you.
6. Hand out copies of the attached "Students' Peer Test Response Sheet". Tell students to write their question and answer at the top.
7. Tell students that they should ask their question to at least ten people. If the person gives the wrong answer, they should find out the correct answer from classmates and try again. Then the student asking the question can write the student's name and country on their response sheet. Filling in the response sheet gives them practice asking and answering information questions and helps them keep track of who they have asked.
8. Model the activity. Ask for two volunteers to come to the front of the room and ask their questions and write in their names and countries. Encourage students to ask for spelling of their classmates' names.
9. Ask all students to stand up, circulate, and ask their questions. Insisting that all students get on their feet and talk will help re-invigorate students even after spending a long day at work.
10. After 15 minutes, ask students how many students they have talked to. Give them five more minutes and then ask the class which question seemed difficult and easy.

Student's Peer Test Response Sheet

My Test Question: _____

The Answer: _____

Who did you ask?

Name	Country
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

Election Day Quiz

1. What are the three levels of government? Name one service provided by each level.

2. What is the symbol of the Democratic Party? _____

3. What is the symbol of the Republican Party? _____

4. How many senators does each state have? _____

5. Who are the senators from New York State?

6. What do we call a system of government where the voters elect their leaders?

Election Day Quiz -- Answers

1. National, State, Local (see "3 Levels of Gov't Activity sheet" for services)
2. the donkey
3. the elephant
4. each state has two senators
5. Al D'Amato and Patrick Moynihan
6. Democracy

Taxonomy of Books That Can be Used for Election Day Day

Title	Page	Content
Look at the U.S. (Literacy Level) Contemporary Books	40-41	Voting laws
Look at the U.S. (Literacy Level) Contemporary Books	36-39	How and where the laws were made.
Look at the U.S. (Book 2) Contemporary Books	65-68	The branches of U.S. government.
Look at the U.S. (Book 2)	69-72 73-76 77-80 81	The executive branch The legislative branch The judicial branch Review
Voices of Freedom Book 1 Prentice Hall	63-74 76-83	Federal government State vs. local government
A Real-life Approach Book 1 Pre-Literacy Level Steck-Vaughn	62-65	Presidential election concepts
English through Citizenship Delta Systems	81-84	Local government structure and levels
Who's Running this City? Brooklyn Public Library The Literacy Program	5-6	Current New York City government members

Credits for Election Day Packet

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Veterans Day Resource Packet

**A Guide to Teaching ESL
in Amnesty Preparation Classes**

Acknowledgements

This **Guide to Teaching ESL in Amnesty Preparation Classes** was developed through the cooperation and collaboration of many agencies and individuals. Initiated by The Office of Academic Affairs of The City University of New York, the project reaffirms the strength of literacy providing agencies working together to deliver quality services to the adults of New York City.

The following agencies and individuals are responsible for the development of this material:

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New York City
1989

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Overview

I. Introduction

Over the next several years, over 100,000 residents of New York City will enroll in specially-focused ESL classes as part of their amnesty requirements. For many previously illegal aliens, these classes form a bridge into the adult education system and the community. Students enrolled in these classes will learn basic English language skills in the contexts of U.S. citizenship and history. These contexts serve to ground the students in their new culture and provide a framework for the acquisition and practice of language.

The purpose of this guide is to help teachers provide instruction that effectively integrates the development of basic language skills and content area knowledge. It contains a curriculum of content area objectives, resource packets corresponding to the objectives, teaching strategies and a bibliography.

II. Curriculum and Resource Packets

A. Curriculum

The curriculum is a listing of objectives in 12 broad areas. Ten areas correspond to the major U.S. holidays: Labor Day, Columbus Day, Election Day, Veterans' Day, Thanksgiving, Martin Luther King's Birthday, Presidents' Week, Memorial Day, Flag Day and Fourth of July. Some of the objectives appear more than once to allow for recycling and review.¹

Objectives in 2 additional areas, Coming to the U.S.A. and The Constitution, are not tied to a particular holiday and can be used to supplement instruction at any time.

Each of the objectives is designed to be within reach of students at all levels of ESL proficiency. Students will develop their oral language skills as they engage in activities designed to teach the content areas. Activities for beginning students should be simple enough to accommodate their limited vocabulary and fluency. More advanced students will work on the same objectives but in greater depth, using activities that require more fluency. The number of objectives addressed in a given course will vary with the level of English language proficiency and the level of literacy of the students. The objectives covered will vary depending on the time of year covered by the 60 hours of instruction.

The curriculum is intended to provide limited English-speaking students with the basic history and civics they will need as they take the first steps toward citizenship. Students whose language skills are advanced enough to prepare for the Permanent Resident Status Interview Examination or the Naturalization Interview will also find this curriculum helpful.

¹The objectives were adapted from several sources including the Immigration and Naturalization Service, the CASAS IRCA Project and the New York State Education Department IRCA Curriculum.

B. Resource Packets

Teaching resource packets have been developed for each of the 12 broad areas of the curriculum. The packets are designed to provide communicative activities that will develop students' language proficiency and lead them to mastery of the content objectives.

The packets contain the specific objectives for a particular area and instructional materials such as readings, pictures, maps, and sample lessons for use with students at various levels of language proficiency. Each packet also includes a quiz that students may use to check their understanding.

III. How to Use the Packets

The instructional packets were designed to stand alone; nevertheless, *A Guide to Teaching ESL in Amnesty Preparation Classes* is included as part of this series. It contains an overview of instructional issues and strategies relevant to the Amnesty preparation classes.

Objectives for Veterans Day

Students should be able to:

1. Define the word *veteran*.
2. Name the two superpowers after World War II and say why "cold war" describes their relationship.
3. Explain why Pearl Harbor and Hiroshima were important in World War II.
4. Provide information asked for in the chart below:

War	Who?	Where?	Why?	When?	What Happened?
-----	------	--------	------	-------	-------------------

Revolutionary

Civil

World War I

World War II

Korean

Vietnam

Tell Why We Celebrate Veterans Day

Total Physical Response Activities

Beginning Level

Materials: Large pictures (see picture cards in this packet) pertinent to the holiday: a grave, a cemetery, soldiers, flowers, a floral wreath, US flag; markers, flashcards, calendar.

Purpose: To find out what the students already know about Veterans Day and to share and use the related vocabulary.

Elicit and pool. Write *Veterans Day* and ask students if they know when it is. Have them find it/them on the calendar and write **NO SCHOOL** on that date. Ask, "What is a *veteran*?" "What is a *memorial*?" Link it to the words *memory* and *remember*. If the students can't tell you, help them with pictures and cognates. Show each of your pictures and ask the students what it is. Write their answers on the board. If they do not know one, ask a pair to take the picture in the hall or to a nearby room to find out. Ask different students to make word flashcards for the pictures as they identify them. Give them time to find out, look up or think of the words. Place the pictures with their flashcards in a row along the board.

Practice using the language.

TPR Activity 1

1. Give the students a series of commands to follow, i.e., put the *flowers/wreath* next to the *grave*; take the *cemetery* and move it to the other side of the *soldiers*, etc.
2. Remove all the pictures. Ask for volunteers to put the cards in order, i.e., "Put the *cemetery* card first; put the *flowers* card next; etc. Ask the volunteer to select another student and give another command.
3. Have students come up, one at a time, and each take a picture as you name it. Then hand out the flashcards to the remaining students. Have them walk around and match picture and flashcard. Then pairs of students show and tell what they have.

TPR Activity 2

1. Ask what we do on Veterans Day. Write on the blackboard what students can tell you (place a wreath on a grave, pray, march in a parade, watch a parade, hold a flag, salute the flag, have a picnic, as examples). Add common Veterans Day activities that students don't tell you.
2. Number each of the actions written on the board. Then demonstrate the different actions (props and/or flashcards may come in handy here) several times each and ask students to tell you the number or the short blackboard description of the action you are acting out, such as: marching with the flag, placing flowers in front of a grave, praying, having a picnic, etc.
3. Have the whole class stand up. Point to an action on the board and have the whole

class do the action in unison.

4. Then divide the class into small groups (3-5 students) and hand out to all students little slips of paper that have numbers that correspond to the numbers of the Veterans Day activities listed on the board which you have just acted out. Have students mime the activity on their slip of paper to others in their group with the group guessing what was acted out.

Hand over responsibility.

Have individual **students** give commands for the whole group to follow. Help them associate the action with the word. Discuss why we celebrate Veterans Day: to remember the courage and patriotism of those who served their country, and fought during a war. Students copy the words from the flashcards/board and for homework, they watch TV on Veterans Day, checking off the places/items/activities listed in their notebooks if they see them, and report back to class.

The Vietnam Veterans Memorial in Washington D.C.

William Stocks' mother, Eleanor Wimbish, writes letters to her son for every major holiday and on each anniversary of his death, February 13, 1969.

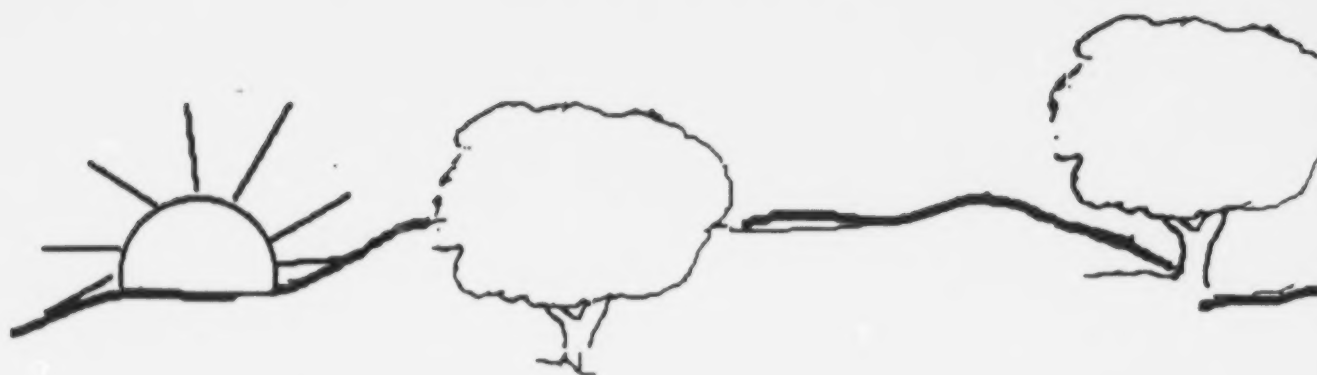
She puts the letters on the ground below her son's name on the black stone wall of the Vietnam Veterans Memorial.

She says, "This is how I cope."

ANNON • ROGER C NESBIT • JO
NN P NAYLOR • MARK I KLINE
HEAD • WILLIAM R STOCKS • R
RZ • STEVEN I WISSINK • RAYM
S CLARK • GARY I DUBACTI • JE
GINALD D KING • THOMAS V
JAMES PALMER • JUAN RODRI
• THOMAS I ROSSI • STEPHEN
SON • JAMES PAVITT • MARC A



250









Infantry, 1940 Constabulary dress uniform

Trooper, 1940 Constabulary dress uniform

UNITED STATES CONSTABULARY - 1940



NCO, summer service uniform

Officer, summer dress uniform

WOMEN'S ARMY CORPS - 1954

Concentration Game Teacher's Guide

All Levels

What is "Concentration"?

This is similar to the TV show *Concentration*. Students try to remember the position of cards with matching information. It can be played to help students learn words that go with pictures (especially good for literacy students), questions that go with answers, two halves of a sentence, or just about any information that can be put on two cards that make a match.

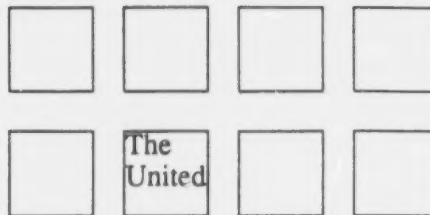
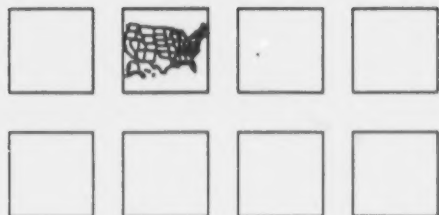
Procedure:

1. Cut out the matching pictures and/or words from the grid in this packet. Tape or glue them on squares of paper or index cards, so that when they're turned over the print doesn't show through the paper. It's good to make two or three sets so later small groups of the students can play the game simultaneously.
2. **Model the activity with the whole class.** The first time you play the game it's good to do it with the whole class. Ask students to stand in a circle around a table or part of the floor where you are going to lay down the cards.
3. Take five to ten of the pictures, for example, and lay them **face down** in random order on the table or the floor of your classroom. Next to the pictures, make a separate group of cards with words they match the pictures. See below:

Picture Cards

Word Cards

4. Ask for a volunteer to choose one card from each group of cards, and turn them over so that the other students can see the information on the card. If the student is lucky these cards will match and the student can pick them up and turn over two more cards looking for a match.



5. If the cards don't match, the student should turn them over and leave them where they lay. You can help the students to remember the position of the cards by pointing to each card and asking the group if they remember what's on it. Do this until students understand the importance of remembering the positions of the cards.
6. Moving clockwise around the circle of students, the next student should turn over two more cards.
7. Follow the procedure outlined in steps 4 and 5 until all the cards have been picked up. The student who has made the most matches is the winner.
8. Once the class has done the game together you can break them into groups to play the game in smaller groups with other sets of cards.

Memorial

Wreath

Grave stone

Flowers

Cemetery

Soldiers

Concentration Game Picture Cards

All levels

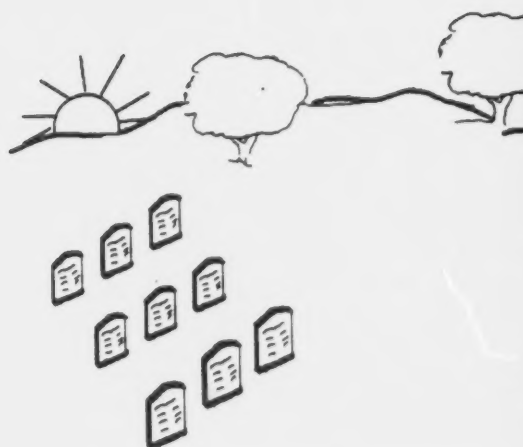


The Vietnam Veterans Memorial in Washington D.C.

William Spector's mother, Eleanor Winkler, writes letters to her son for every major holiday and on each anniversary of his death, February 13, 1969.

She puts the letters on the ground below her son's name on the black stone wall of the Vietnam Veterans Memorial.

She says, "This is how I cope."



Veterans Day, Page 7

Picture Differences Teacher's Guide

All levels

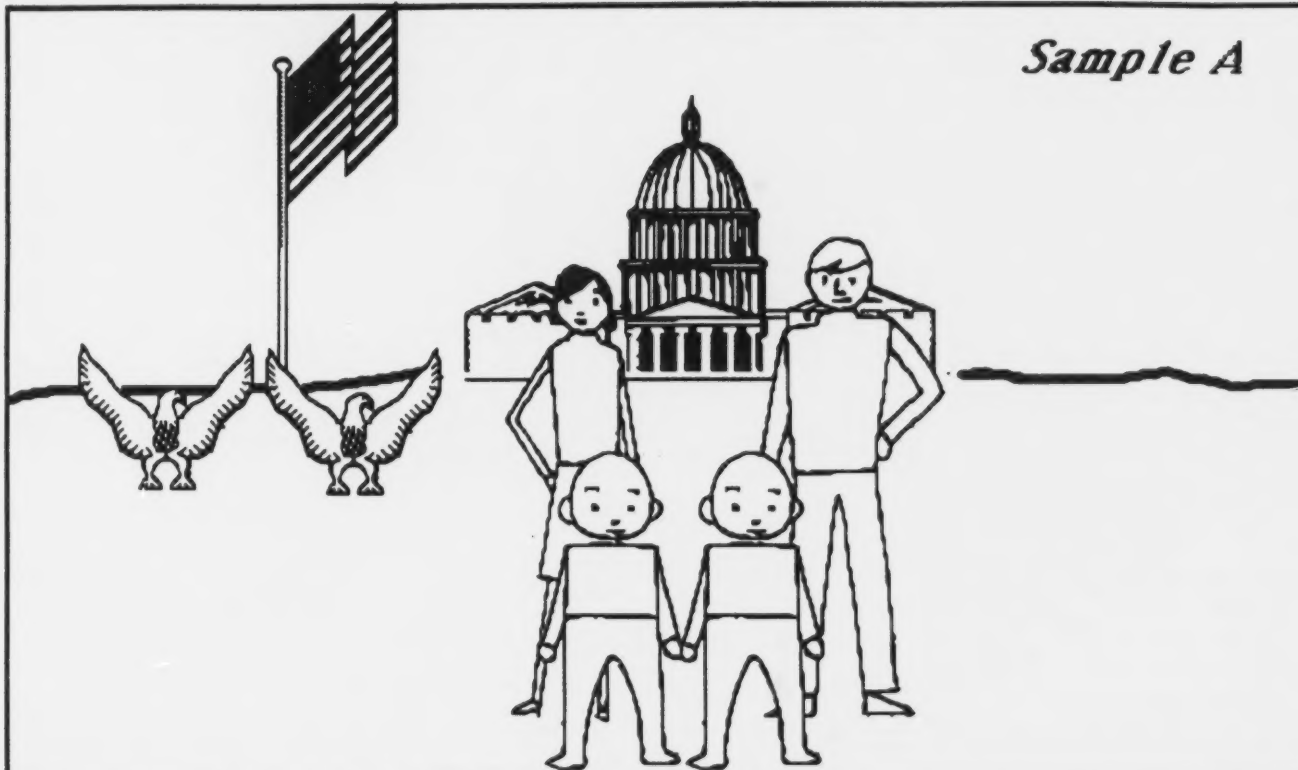
"Picture differences" activities are a good way for students to practice vocabulary and to develop strategies to make themselves understood in a communicative setting. Pairs or small groups of students work together to compare two pictures; their task is to find the differences between the two pictures.

1. **Model the activity.** If this is the first time students are doing this activity demonstrate how it works, using the sample pictures on the following page.
2. Divide the class into two groups. Give the picture marked "Sample A" to the students in the first group and the picture marked "Sample B" to the other group. Ask students not to look at the other group's picture.
3. **Elicit from the students** the vocabulary and prepositions they will need to describe their pictures. Write the words on the blackboard. Vocabulary for the sample picture include *capitol, flag, eagle, man, woman, child, boy, girl*. Students will need to know prepositions to describe the picture: *in front of, next to, on the right/left*.
4. Explain to students that there are differences in the two sample pictures. As an example, ask students where the flag is in their picture. Students will see that the two groups have different answers. Ask them to circle the part of the picture that is different. (In a more advanced class, you may ask students to write down the difference.)
6. Have students in each group tell what they see in their picture. Tell students not to look at the other group's picture. The class will note the differences and either circle that part of the picture or write down the difference. If students fail to notice a difference you may want to prompt them with a question, i.e., "How many eagles are there in the picture?"
7. After doing the sample picture differences students should be able to do the picture differences from the holiday packet. Follow the procedure above for eliciting vocabulary. Keep students in groups until you think they are ready to work in pairs, with each partner having a different picture. Remind students not to look at each other's pictures.
8. **Follow up.** After students have found the differences, bring the class together to review and expand the language used to describe those differences.

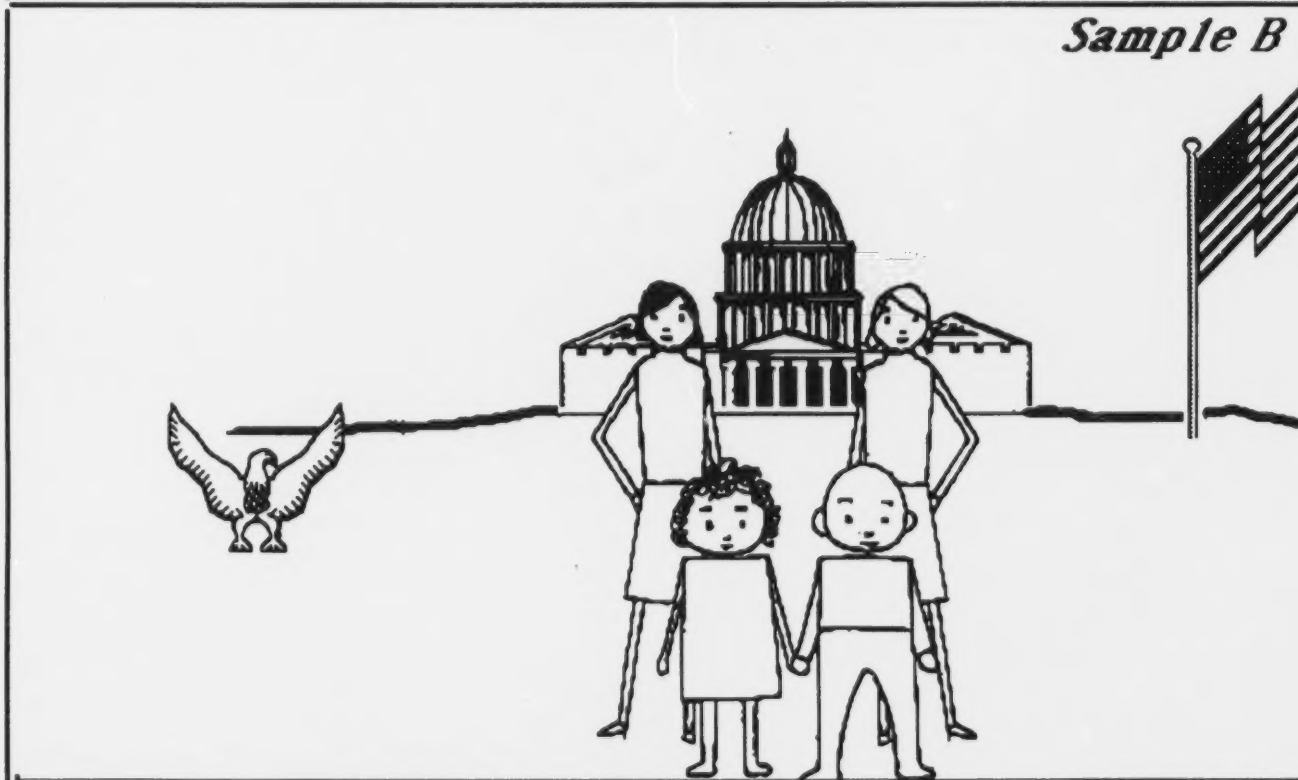
For a complete resource book of "picture differences" activities, see *Look Again Pictures* by Judy Winn-Bell Olsen, Alemany Press; the book also serves as a handbook on how to facilitate this kind of activity. *Talk-A-Tivities* by Richard Yorkey, Addison-Wesley Publishing Co. also has some examples of this kind of activity. There is no one "right way" to facilitate the activity; it can be modified to use with students at various levels of proficiency.

Picture Differences Sample Page

Sample A



Sample B



Veterans Day Picture Differences

Partner A



Partner B



BEST COPY AVAILABLE

Veterans Day Vocabulary/Concepts

Symbols for Vocabulary

All Levels

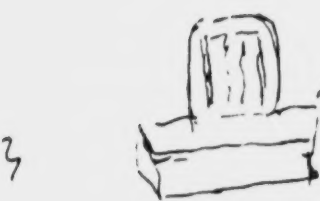
Purpose: to review the Veterans Day vocabulary and concepts. We need to find ways to help students remember new vocabulary, especially semi-literate students or those whose language has few cognates with English. One way is by acting out the words; another is by drawing symbols. If we connect a word with a visual symbol that has meaning to us, it will be easier to remember.

1. Make a list of the important words related to Veterans Day, going from concrete to abstract. For example: flower, wreath, tomb, cemetery, flag, bomb, uniform, soldier, march, parade, memorial, war, peace, patriotism, courage.
2. Ask students to take a blank sheet of paper and close their notebooks. Tell them that when you say a word, they are to draw it, not write it. Now dictate your list slowly, giving them time to draw, as you repeat the word in a sentence. As you say it, draw the word yourself on your paper. Walk around admiring and commenting on their drawings, asking about them, and showing your own primitive stick figures to encourage the reluctant.
3. When you have finished the list, ask the students to write the words next to the pictures. Give them time to collaborate on it, and then ask different people to each write a word on the board. Let the group correct any errors.

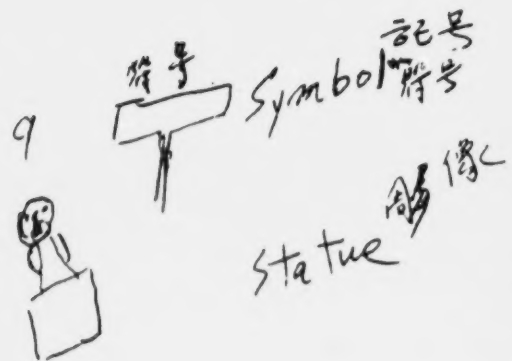
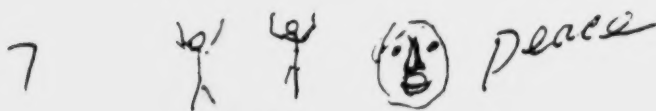
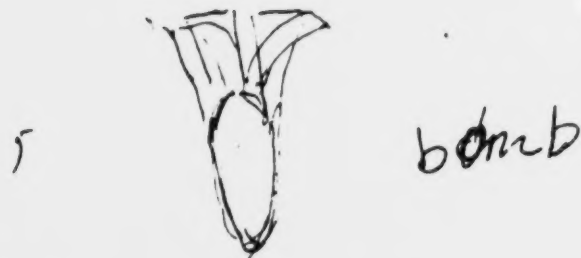
Draw your Veterans Day

1. Ask the students to draw what they plan to do on Veterans Day, **OR** after the holiday, what they did, **OR** they could draw what they did in their own country if they have a similar day.
2. After everyone has drawn a picture, students walk around and show one another their pictures and tell about them. If they come from many different countries, have them ask as they circulate: Do you have a Veterans Day in your country? What do you do on that day? Share the answers.

Sample of symbol drawing from student's notebook



cemetery 墓地
 memorial 紀念
 memory 回憶 紀念
 memorial 紀念的



Provide Information about Wars

Mindmap and Timeline

Beginning Level

Materials: Large flashcards, markers, map of world, pictures of Lincoln, Washington, war-related pictures of soldiers, memorials, bombs etc.

Mindmap

Elicit and pool.

1. Write the word **war** in the middle of the board and put a circle around it. Ask the students what they can tell you about war. Draw rays coming from the word. On each ray, write anything they say, using simple phrases. One group of phrases might relate to reasons for war; another might related to the hardships caused by war. Ask if there were any wars in their countries? Has anyone in their families been a soldier? Why? When?

WAR

2. Reread all the material, phrasing it as simple statements about war. Then have the students repeat it with you.

Timeline of Wars

Elicit and pool

1. Display your pictures along the board. Write **wars** across the top of the board, draw a line under it and write 1776 at the left end of the line. Wait and see if there is any reaction. Write **revolution** and wait. If you have studied **Washington**, add his name. See if they know or remember anything about it. If it rings a bell, ask Where? Why? Who? Especially with the beginning level, responses may be just a word or a phrase. If you have discussed **Lincoln**, write his name. See what they remember. Ask Who? Why? What happened? Try another; write **Vietnam, 1975, Who? Where?** If there is any interest or someone responds or suggests a war, ask: Where? and point to your map of the world. If someone can tell or show you where it was fought, ask Who? When? Give participants time to try and express what they know. What happened? Write the words **World War I or II**.
2. If students can tell you nothing, which is very rare, you may have to tell them, very simply, about one or two wars, putting up the name, the place, the dates, etc. under your simple timeline. It is more likely that you will have to flesh out their fragments with some important facts from the war chart. Keep it simple.

Group Activity: War Information on Flashcards

Hand over responsibility.

1. Write at least 3 wars listed chronologically along the time line, summarized in columns under it. Ask different students to make flashcards of the key words and dates from each war.
2. Collect and mix them, then hand them out at random. Ask all students with cards to stand up and make a group with others who belong with them. Sit down and just let them sort it out, with help from those still seated.
3. Then ask the groups to plan together and act out or tell the class something about their war, very simply. Walk around and help groups plan. Make suggestions, but leave it up to them. You will be surprised what they do when you give them the freedom.
4. Call on those with Washington, Revolution, English, 1775 -1783, America to go first. They may say something like "America want independence in 1776. Fight English. America win. Now U.S.A." Others can add to what they say. Then call on the next group, in chronological order, until each group has described or acted out a war.

Demonstrate Mastery.

In the next lesson write war dates across the board. Hand out your flashcards and have students come up and tape their words under the relevant dates. Again, sit back and let the class correct or encourage one another.

To encourage spontaneous association of facts and concepts, play a game with a ball. Play this game if you think students are thoroughly familiar with the material, or if your class is quite comfortable guessing and making mistakes. Crumple some scrap paper into a ball. Form a group of 5-8 students and ask them to come to the front of the room. Say a name of a war and then throw a ball to someone in the group. As or after they catch it, they say anything they associate with the war. Encourage students to keep the ball moving quickly and to different people at random. Continue this, naming all the wars on your list. After this example form other small groups which do the same thing. This method can be used frequently to review information or lessons.

Provide Information about Wars Mind Map

Intermediate Level

Purpose: Tell why we celebrate Veterans Day and/or Memorial Day.

1. **Elicit and pool.** (Note to teacher: If one of the holidays is coming up you can focus on this holiday. If neither is coming up, you can distinguish between the two and then refer to the holiday as Memorial/Veterans Day.)

Veterans Day

Ask why there's no school on November 11 this year. If necessary, have the students look at the calendar to find the name of the holiday.

Memorial Day

Ask why there's no school on May __ this year. If necessary have the students look at the calendar to find the name of the holiday.

Memorial Day and Veterans Day

Write Memorial Day and Veterans Day on the board. Ask students if they know the difference between the two holidays. Review that Memorial Day is for honoring soldiers who have died, in particular, while Veterans Day is for honoring soldiers who are living or dead.

2. **Related Vocabulary**

Veterans Day

Write *veteran* on the board. Ask the students to tell you what it means to them. Discuss and define it. Discuss courage and patriotism.

Memorial Day

Write *memorial*, *memory*, and *remember* on the board. Ask the students to tell you what they mean to them.

3. **Mind Maps**

Veterans Day

Next write *Veterans Day* in a circle. Write everything they say on rays emanating from the circle.

Veterans
Day

Memorial Day

Next write the word *Memorial* in a circle. Then ask them what it is we remember on Memorial Day and why. Write everything they say on rays emanating from the circle.

Memorial
Day

Practice using language.

4. Reread with the students all the information on the board. Incorporate isolated words into phrases and sentences. Model the language, and have the students repeat it. Allow time for students to volunteer statements using the words.
5. Do this same procedure with the word *war*, i.e., what phrases do the students associate with the word *war*? Give them time to think. Rephrase these words into English.

WAR

Hand over control

6. Finally, have the students draw from all the statements on the board to create a paragraph. They may want to include sentences which reflect their own war experiences. When they finish, they can put copies of the paragraphs on the board for everyone to read.

Provide Information about Wars Timeline

Intermediate Level

Purpose: Organize information about wars in which the United States fought in the form of a chart.

Materials: Word map; war chart (included in this packet) for teacher's reference only.

Elicit and pool.

1. Draw a time line across the top of the board. Put 1989 on the extreme right of it, and 1775 on the extreme left.
2. Ask the students what wars they can name and what dates they know. Fill it in under the time line.
3. Then refer to the map of the world and ask if the students can tell you what countries were fighting -- who fought against whom? Add this information to your time line.
4. Ask why they fought. Accept as much or as little information as they student can tell you, but give them time to think. Discuss and describe the bombing of Pearl Harbor by Japanese in 1941 and the United States' entry into the war.
5. Can they tell you what happened at the end of each war? Discuss who won, who lost, if a country was divided/reunited.

Don't worry if the information generated is incomplete. Use the information gap activity (included in this packet) to fill in the missing information.

Sample timeline:

1775-__	18__-__	19__-__	19__-__	19__-__	19__-__
American Revolu- tion	Civil War	World War I	World War II	Korean War	Vietnam War

Veterans Day Student Interview Sheet

High Beginner/Intermediate Level

Find three students in your class. Write their names and countries on the lines. Fill in the information on this form for each of them.

Name and country: 1. _____ 2. _____ 3. _____

Do you have a day like Veterans/Memorial Day in your country? When is it?

What war has your country fought?

When was this war fought?

Listening Cloze Teacher's Guide

Advanced Beginning/Intermediate Level

Before doing this activity, do a mind map on the blackboard with students to elicit what they know about the topic of the listening cloze. Use pictures or flashcards from the packet to help review concepts or vocabulary coming up in the listening cloze.

1. Ask students to listen as you read this passage aloud to the class two times.
2. Hand out the student's copy. (To make the exercise easier, write the words that have been deleted in random order on the blackboard.)
3. Instruct students to fill in any words they remember from listening. If they don't remember the exact word they can try to put in a word that makes sense from the context.
4. Read the passage again once or twice, as students fill in what they hear.
5. Have individual students write the correct answers on the board.

Veterans Day Listening Cloze Teacher's Copy

High Beginning Level

Veterans Day

A veteran is a (1) person who (2) served in the armed services. Veterans Day is a (3) holiday. We think of all men and (4) women who served. We remember their (5) sacrifices.

On this holiday many people (6) visit war memorials. The Vietnam War Memorial is in (7) Washington, D.C. Some veterans put on their uniforms, and they (8) march in (9) parades. They put (10) flowers on graves. We fly the (11) flag outside of houses and buildings.

Veterans Day Listening Cloze Student's Copy

High Beginning Level

Veterans Day

A veteran is a (1) _____ who (2) _____ in the armed services. Veterans Day is a (3) _____. We think of men and (4) _____ who served. We remember their (5) _____.

On this holiday many people (6) _____ war memorials. The Vietnam War Memorial is in (7) _____, D.C. Some veterans put on their uniforms, and they (8) _____ in (9) _____. They put (10) _____ on graves. We fly the (11) _____ outside of houses and buildings.

Veterans Day Information Gap Activity Teacher's Guide

Intermediate Level

Purpose: Students find missing information by asking each other questions.

Material: Incomplete War Charts A & B. Make enough copies so that half the class will get Chart A and the other half will get Chart B.

Process:

1. Put this chart on the board.

Group A

- a. Jose is a student.
- b. Jose comes from _____.
- c. Jose lives in Manhattan.
- d. Jose works in a _____.

Group B

- a. Jose is a _____.
- b. Jose comes from Guatemala.
- c. Jose lives in _____.
- d. Jose works in a restaurant.

2. Elicit from the class the kinds of questions each group would have to ask to elicit the missing information from the other group, i.e., "Where does Jose come from?"
3. Xerox the "Korean War" sample information gap and hand out the half-sheets marked "Group A" to one group, and the ones marked "Group B" to the other. (If you don't have access to a xerox machine, you can copy the sample on the blackboard or two pieces of newsprint).
4. Ask students to look at the bottom of their sheet. They will see a list of possible questions they can ask to get the information they need to fill in their blanks. Ask them to check the questions they need to ask.
5. Now a student from each group can volunteer to ask the other group to ask a question to get the answer to one of their blanks. Another student from each group can be assigned to the blackboard where they write the information they are getting under an "A" and "B" column. The groups and different students can alternate asking the questions until all the questions have been asked about all the blanks in the "A" and "B" sheets.
6. After the sample the class should be ready for the longer "War Chart" information gap, which follows the sample "Korean War" gap in this packet. For this activity you can keep your class in two groups. If you are confident the class understands how to do an information gap you can make pairs of "A" and "B" students. With pairs more people get to practice saying the questions and answers as long as they don't look at each others' worksheets. Students ask the questions they need to fill in the missing information. At the end of the activity, put the answers for "A" and "B" on the blackboard so students can check their work.

Korean War**Group A**

When? 1950 - _____
Who? _____
against South Korea/UN
Why? Spread of communism
What happened? _____

Look at the questions below. Put an X next to those questions you need to ask to get the information missing above.

- _____ When did the Korean War begin?
 - _____ Why did they fight?
 - _____ Who fought against North Korea?
 - _____ When did the Korean War end?
 - _____ Who fought against South Korea?
 - _____ What happened?
-

Korean War**Group B**

When? _____ - 1953
Who? North Korea/China against _____
Why? _____
What happened? _____
Country was still divided.

Look at the questions below. Put an X next to those questions you need to ask to get the information missing above.

- _____ When did the Korean War begin?
- _____ Why did they fight?
- _____ Who fought against North Korea?
- _____ When did the Korean War end?
- _____ Who fought against South Korea?
- _____ What happened?

War Chart (for teacher reference only)

WAR	WHO?	WHERE?	WHY?	WHEN?	WHAT HAPPENED?
Revolutionary	Colonies against England	American Territory	Independence	1775-1783	- Colonies won and gained independence. - They became the United States of America.
Civil	Southern states against the northern states	Eastern U.S.A.	- Slavery - South wanted to be separate and to have slaves.	1861-1865	- Northern states won. - Slavery was abolished. - U.S. remained one country.
W.W. I	Germany, Austria-Hungary and Italy against England, France, Russia and U.S.A.	Europe	- Creation of alliances. - Killing of the Austria-Hungarian leader.	1914-1918	- Germany lost. - League of Nations was created to stop future wars. - Germany paid Allies for war damages.
W.W. II	Japan, Germany and Italy against European Allies, Russia, England and U.S.A.	Europe and Asia	- German Nazis killed Jews and tried to control Europe. - Japan tried to control Asia and Pacific.	1939-1945	- Germany lost and was divided. - U.S. dropped atom bomb on Japan. - Russia and America start the "Cold War."
Korean	North Korea, China against South Korea, U.N.	Korea	- Spread of Communism. - Cold war.	1950-1953	Korea remained divided.
Vietnam	North Vietnam against South Vietnam	Vietnam	- Spread of Communism. - Cold war.	1954-1975	South Vietnam lost, and the country was united under Communism.

War Chart

Ask your partner questions about the missing information. Write the answers in the blank spaces.

Partner A

WAR	WHO?	WHERE?	WHY?	WHEN?	WHAT HAPPENED?
Revolutionary	Colonies against _____	American Territory	_____	1775-_____	- Colonies _____ and gained independence. - They became the United States of America.
Civil	Southern states against the _____ states	Eastern U.S.A.	- Slavery - South wanted to be separate and to have slaves.	____-1865	- Northern states won. - Slavery was abolished. - U.S. remained one country.
W.W. I	Germany, Austria-Hungary and Italy against England, France, Russia and U.S.A.	_____	- Creation of alliances. - Killing of the Austria-Hungarian leader.	1914-1918	- Germany lost. - League of Nations was created to stop future wars. - Germany paid Allies for war damages.
W.W. II	Japan, Germany and Italy against European Allies, Russia, England and U.S.A.	Europe and _____	- German Nazis killed Jews and tried to control Europe. - Japan tried to control Asia and Pacific.	____-1945	- Germany lost and was divided. - U.S. dropped atom bomb on Japan. - Russia and America start the "Cold War."
Korean	North Korea, China against South Korea, U.N.	Korea	- Spread of Communism. - Cold war.	1950-1953	Korea remained divided.
Vietnam	North Vietnam against South Vietnam	Vietnam	- Spread of Communism. - Cold war.	1954-_____	South Vietnam lost, and the country was united under Communism.

War Chart

Ask your partner questions about the missing information. Write the answers in the blank spaces.

Partner B

WAR	WHO?	WHERE?	WHY?	WHEN?	WHAT HAPPENED?
Revolutionary	Colonies against England	_____	Independence	____-1783	- Colonies won and gained independence. - They became the United States of America.
Civil	Southern states against the northern states	Eastern U.S.A.	- Slavery - South wanted to be separate and to have slaves.	1861-____	- Northern states _____. - Slavery was abolished. - U.S. remained one country.
W.W. I	_____, Austria-Hungary and Italy against England, France, Russia and U.S.A.	Europe	- Creation of alliances. - Killing of the Austria-Hungarian leader.	____-1918	- Germany lost. - League of Nations was created to stop future wars. - Germany paid Allies for war damages.
W.W. II	Japan, Germany and Italy against European Allies, Russia, England and U.S.A.	Europe and Asia	- German Nazis killed Jews and tried to control Europe. - Japan tried to control Asia and Pacific.	1939-____	- Germany _____ and was divided. - U.S. dropped atom bomb on Japan. - Russia and the U.S. start the "_____."
Korean	North Korea, China against South Korea, U.N.	Korea	- Spread of Communism. - Cold war.	1950-1953	Korea remained divided.
Vietnam	_____ Vietnam against _____ Vietnam	Vietnam	- Spread of Communism. - Cold war.	1954-1975	South Vietnam _____, and the country was united under Communism.

Reading Cloze Teacher's Guide

Intermediate Level

Materials: Your teacher's copy of the reading passage and enough copies of the students' sheets for pairs of students to share a sheet.

Process:

1. Read the complete text from the teacher's copy aloud to the class. Ask what it is about and have students retell what they **remember**. Read it again sentence by sentence and ask students to raise their hand if they have a question about the meaning.
2. Divide the students into pairs (pair more proficient students with less proficient students). Give each pair a copy of the Cloze Passage. Tell them to first read the whole sheet; then they and their partner will decide what the missing words might be and write them in.
3. As a group, do the first line together. Ask for suggestions and then have them select the words they think fit, and tell why. Let them continue on their own.
4. Circulate, listen to the pairs working together and ask questions if they have a problem. Don't correct their answers. If they cannot think of a word, tell them to read on to the next sentence.
5. When most have finished, elicit students' answers. Write the numbers of the blanks on the board and hand out pieces of chalk to students to those who have finished. Tell them to write the word they have for the blanks. Elicit all the possible words for each space and have pairs explain why they chose their words. Accept all words that make sense in the context.
6. As a final activity, reread the text while students follow on their sheets. Include alternate words that fit too. You might write the words that are in the Teacher's Copy on the blackboard. Have each student reread their sheet to their partner.

Veterans Day Reading Cloze Teacher's Copy

Intermediate Level

Veterans Day

Veterans Day (1)is a legal holiday celebrated (2)on November 11. On this day, we remember and honor (3)men and women who served the (4)United States during wars. We remember their courage and patriotism. England and France also (5)celebrate this day and remember the end of World (6)War I.

In Washington, D.C. on November 11, 1921, the body of an American (7)soldier killed in (8)World War I was buried in the "Tomb of the Unknown Soldier" in Arlington National Cemetery. (9)He has no name. He is a symbol of all soldiers who died.

On this (10)holiday, many people decorate the (11)graves of people who died serving this (12)country in the Armed Forces. Veterans wear (13)their uniforms and march in parades and attend memorial services at war memorials. Some famous memorials (14)are Arlington National Cemetery and the Vietnam War Memorial.

Veterans Groups (15)have barbecues, and picnics and people fly the American Flag. Many stores have sales.

Adapted from *American Holidays*, Pro Lingua

Veterans Day Reading Cloze
Student's Copy

Intermediate Level

Veterans Day

Veterans Day (1)_____ a legal holiday celebrated (2)_____ November 11. On this day, we remember and honor (3)_____ and women who served the (4)_____ States during wars. We remember their courage and patriotism. England and France also (5)_____ this day and remember the end of World (6)_____ I.

In Washington, D.C. on November 11, 1921, the body of an American (7)_____ killed in (8)_____ War I was buried in the "Tomb of the Unknown Soldier" in Arlington National Cemetery. (9)_____ has no name. He is a symbol of all soldiers who died.

On this (10)_____, many people decorate the (11)_____ of people who died serving this (12)_____ in the Armed Forces. Veterans wear (13)_____ uniforms and march in parades and attend memorial services at war memorials. Some famous memorials (14)_____ Arlington National Cemetery and the Vietnam War Memorial.

Veterans Groups (15)_____ barbecues, and picnics and people fly the American Flag. Many stores have sales.

Adapted from *American Holidays*, Pro Lingua

Peer Test Teacher's Guide

Intermediate Level

What is a peer test? In this activity the students each choose a question to ask their peers. They circulate around the room asking the question and telling the correct answer, if necessary.

Procedure for Peer Testing

1. Hand out copies of the peer test questions. Ask students to read the questions silently.
2. Put students in pairs and ask them to take turns asking all the questions and discussing the answers. Do an example: one student asks number 1 to his partner; she answers and they discuss the answer; she asks number 2 and he answers, etc.
3. Ask students to each choose one of the questions they would like to ask their classmates. If students want to make up a different question related to the unit they can do this also.
4. Write just the numbers of the questions on the board. Ask students to tell you which questions they want to ask. As the questions are chosen, circle the questions and write the name of the questioner. Depending on the size of your class, you can have one or two students per question. If students make new questions, ask students to write them at the bottom of their question sheets.
5. Tell students that you have the answers and that if they are unsure about the answer to their question that they should ask you.
6. Hand out copies of the attached "Students' Peer Test Response Sheet". Tell students to write their question and answer at the top.
7. Tell students that they should ask their question to at least ten people. If the person gives the wrong answer, they should find out the correct answer from classmates and try again. Then the student asking the question can write the student's name and country on their response sheet. Filling in the response sheet gives them practice asking and answering information questions and helps them keep track of who they have asked.
8. Model the activity. Ask for two volunteers to come to the front of the room and ask their questions and write in their names and countries. Encourage students to ask for spelling of their classmates' names.
9. Ask all students to stand up, circulate, and ask their questions. Insisting that all students get on their feet and talk will help re-invigorate students even after spending a long day at work.
10. After 15 minutes, ask students how many students they have talked to. Give them five more minutes and then ask the class which question seemed difficult and easy.

Student's Peer Test Response Sheet*Intermediate Level***My Test Question:** _____**The Answer:** _____**Who did you ask?**

Name	Country
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Veterans Day Peer Test Questions

1. What is a Veteran?
2. Why do we celebrate Veterans Day?
3. When do we celebrate Veterans Day?
4. State three things people do on Veterans Day.
5. How many wars has the United States fought in?
inside the United States? _____;
outside the United States? _____
6. Name two countries who are in the "Cold War."
7. What happened in Hiroshima?
8. Who bombed Pearl Harbor and what happened next?

Veterans Day Peer Test Answers

1. A veteran is a person who served in the armed services.
2. We celebrate Veterans Day to honor veterans who served the United States during wars.
3. November 11.
4.
 - a. We decorate graves of people who died serving their country.
 - b. Veterans march in parades.
 - c. We attend memorial services at war memorials.
5. How many wars has the United States fought in?
inside the United States? 2 ;
outside the United States? 4
6. Name two countries who are the "Cold War." The United States and Russia.
7. What happened in Hiroshima? The U.S. dropped an atom bomb. This marks the end of World War II.
8. Who bombed Pearl Harbor and what happened next? Japan bombed Pearl Harbor in Hawaii and the U.S. entered World War II.

Taxonomy of Books That Can be Used for Veterans/Memorial Day

Title	Page	Content	Level
"Learn About the Wars" <i>Look at the U.S. (Literacy Level)</i> Contemporary	25	a brief reading about the 4 major wars of this century and how we celebrate Memorial Day	Beginning
<i>Look at the U.S. (Book 1)</i>	24 23 37 49	Memorial Day Revolutionary War War of 1812 U.S. & WWII	Intermediate
<i>Look at the U.S. (Book 2)</i>	81-83	World War I	Intermediate
<i>American Holidays</i> Pro Lingua Publishers	41-45 73-77	Memorial Day Veterans Day	Intermediate
<i>United States History 1600-1987</i> Immigration and Naturalization Service; U.S. Department of Justice			Teacher reference
<i>Handbook for Citizenship</i> Alemany Press	24-28 38-39	Revolutionary and Civil Wars	Intermediate

Credits for Veterans Day Packet

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- Total Physical Response Activities
- Symbols for Vocabulary
- Mind Maps
- Information Gap

Wendy Lancourt, New York City Board of Education ABE/HSE/ESL Services

- Timeline of U.S. Wars

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- War Chart
- Quiz
- Taxonomy

Presidents' Day Resource Packet

**A Guide to Teaching ESL
in Amnesty Preparation Classes**

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**New York City
1990**

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Overview

I. Introduction

Over the next several years, over 100,000 residents of New York City will enroll in specially-focused ESL classes as part of their amnesty requirements. For many previously illegal aliens, these classes form a bridge into the adult education system and the community. Students enrolled in these classes will learn basic English language skills in the contexts of U.S. citizenship and history. These contexts serve to ground the students in their new culture and provide a framework for the acquisition and practice of language.

The purpose of this guide is to help teachers provide instruction that effectively integrates the development of basic language skills and content area knowledge. It contains a curriculum of content area objectives, resource packets corresponding to the objectives, teaching strategies and a bibliography.

II. Curriculum and Resource Packets

A. Curriculum

The curriculum is a listing of objectives in 12 broad areas. Ten areas correspond to the major U.S. holidays: Labor Day, Columbus Day, Election Day, Veterans' Day, Thanksgiving, Martin Luther King's Birthday, Presidents' Week, Memorial Day, Flag Day and Fourth of July. Some of the objectives appear more than once to allow for recycling and review.¹

Objectives in 2 additional areas, Coming to the U.S.A. and The Constitution, are not tied to a particular holiday and can be used to supplement instruction at any time.

Each of the objectives is designed to be within reach of students at all levels of ESL proficiency. Students will develop their oral language skills as they engage in activities designed to teach the content areas. Activities for beginning students should be simple enough to accommodate their limited vocabulary and fluency. More advanced students will work on the same objectives but in greater depth, using activities that require more fluency. The number of objectives addressed in a given course will vary with the level of English language proficiency and the level of literacy of the students. The objectives covered will vary depending on the time of year covered by the 60 hours of instruction.

The curriculum is intended to provide limited English-speaking students with the basic history and civics they will need as they take the first steps toward citizenship. Students whose language skills are advanced enough to prepare for the Permanent Resident Status Interview Examination or the Naturalization Interview will also find this curriculum helpful.

¹The objectives were adapted from several sources including the Immigration and Naturalization Service, the CASAS IRCA Project and the New York State Education Department IRCA Curriculum.

B. Resource Packets

Teaching resource packets have been developed for each of the 12 broad areas of the curriculum. The packets are designed to provide communicative activities that will develop students' language proficiency and lead them to mastery of the content objectives.

The packets contain the specific objectives for a particular area and instructional materials such as readings, pictures, maps, and sample lessons for use with students at various levels of language proficiency. Each packet also includes a quiz that students may use to check their understanding.

III. How to Use the Packets

The instructional packets were designed to stand alone; nevertheless, *A Guide to Teaching ESL in Amnesty Preparation Classes* is included as part of this series. It contains an overview of instructional issues and strategies relevant to the Amnesty preparation classes.

What is a picture story? A picture story is a series of pictures that make a story. Different stories can be made by changing the order of the pictures. All levels of students can practice vocabulary, **speaking** and listening skills by using the pictures. More advanced students can write the story and/or practice reading it.

Procedure for Using a Picture Story

1. If this is your first activity from this packet elicit what students know about the subject of the picture story using a mind map.
2. Use the large illustrations included in the packet. Tape the pictures to the blackboard. Ask all students, or as many as you have room for, to stand and gather around the pictures.
3. Elicit from the students the vocabulary they know about the pictures by drawing lines (in colored chalk) from important objects in the pictures to several of the word's letters, leaving blanks for the missing words. This will make it easier for students to complete. Break up pieces of chalk and give them to as many students as possible to write vocabulary words.
4. Tell students that they are going to put the pictures in order to make a story. Model putting pictures in order to make a story by making rough stick-figure sketches of the following in three boxes on the board: **someone sleeping on a bed, someone under a shower, and someone at a table eating.** Ask students to put the pictures in order to show a morning routine. Then, ask students to put the pictures in order to show a night-time routine.



These pictures have at least two sequences. For someone getting up, the sequence is: **sleeping, and then showering and eating.** For someone going to bed it could be: **eating, showering, and then sleeping.** Stress that more than one order is always possible for picture stories.

5. Make groups of four to five students. Make enough copies of the big pictures (in this packet) so that each group can have a set of pictures. Ask students to **arrange the pictures on a table or on the floor to make a story.** Tell them that more than one story is possible. Intermediate students could also write sentences on cards for each picture or have a secretary write the story.

6. Ask the groups to stand up and look at the other groups' arrangements of the pictures, and look for differences. Or have students in each group stand up, each holding one picture, in the order of their story. More intermediate students can also tell their story to the class.
7. Hand out copies of the **Picture Story Grid** (included in the packet). Ask students if this arrangement is different or the same as their story. Stress that there are many possible arrangements of the pictures, and that they are all correct.
8. Summarize the story by reading the "**Picture Story Description Cards**" (longer text) or "**Picture Story Concentration Cards**" (shorter text) in this packet. Read the text at least two or three times, pointing to the corresponding pictures as you read the sentences. Then, ask students to point to the pictures as you read the sentences.
9. Read sentences from the story out of sequence, and have students indicate to you which picture the sentence refers to. They can do this by holding up the appropriate picture from their grid or large set of pictures. Alternately, students can go to the board and point to the large picture that is being described.
10. **Total Physical Response (TPR) Activity.** Read each description again. Mime the action that is used in the description. For example, if you read, "Aldo and Elena fill out a voter registration form," pretend you are writing in the air with your hand. After you mime an action for each picture, read each of the sentences several times, with the class demonstrating the mime that goes with the picture, until you think they are comfortable with the picture/mime association. (*See Total Physical Response Teacher's Guide for specific TPR instructions for this Packet.*)
11. Turn control over to the students. Play a Concentration Game using the cards included in the packet. See **Concentration Game Teacher's Guide** and the **Picture Story Concentration Cards** (for all levels) or the **Picture Story Description cards** (for intermediate students) in this packet.
12. **Activities for intermediate-level students:** Intermediate students can write their own version of the story. They could also listen to sentences from the story and do a dictation.

Presidents' Day Picture Story

Total Physical Response

All Levels

Total Physical Response Activities give learners the opportunity to hear and practice the language associated with the pictures in the packet. Students associate the language with a physical activity similar to the way in which we learned our first language; *Look at the dolly, Drink your milk, etc.*

A. After the vocabulary of the pictures has been introduced, read the description cards. As you read them, mime the action that is used in the description.

The following actions might be used to mime the Presidents' Day pictures in this packet:

1. Mime stamping your feet.
2. Mime pulling out money from your pocket while grimacing.
3. Mime waving a sword to fight.
4. Mime holding the reins of a horse while horseback riding.
5. Mime pushing someone away.
6. Mime the left hand on a Bible and the right in the air for a swearing in.

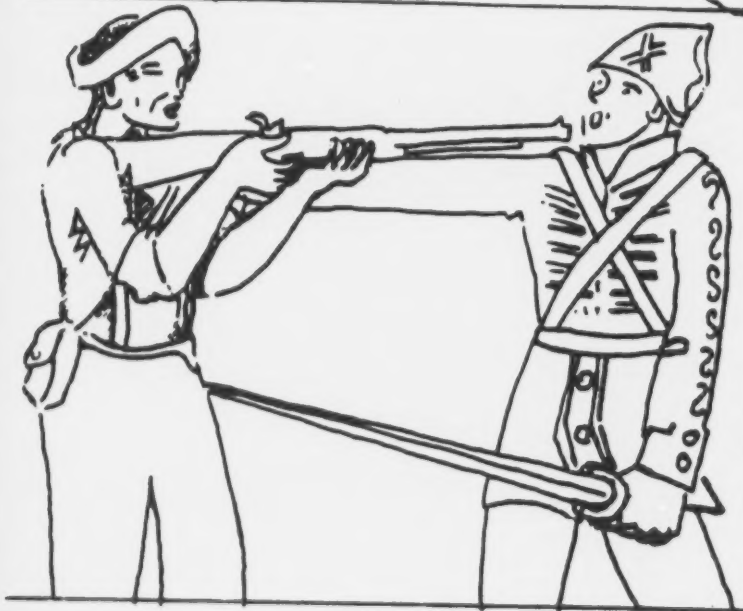
B. Mime an action for each picture as you read sentences in sequence. Students can help you come up with a mime.

C. Ask the whole class of students to join you in miming the actions as you read and mime the descriptions in the same sequence until you think they are comfortable with the picture/mime association.

D. Then quit miming and only read the descriptions out of sequence. Let the whole class of students mime the actions associated with your descriptions.

E. Ask individual volunteers to mime the actions as you read the descriptions, or the volunteers can read the descriptions for the whole class to mime.

F. Now students have one action associated with each picture. If you want more actions per picture pick **more nouns and verbs** from the verbal descriptions, especially ones that are easily acted out. Put the verbs and nouns on the board and assign them a number. Students can help you think up **an action** for each. Then you can call out the numbers or the words and have students **mime them**. When you go back to the story you can read the verbal description for each picture very slowly, giving students time to add the new actions to the one action they learned previously.



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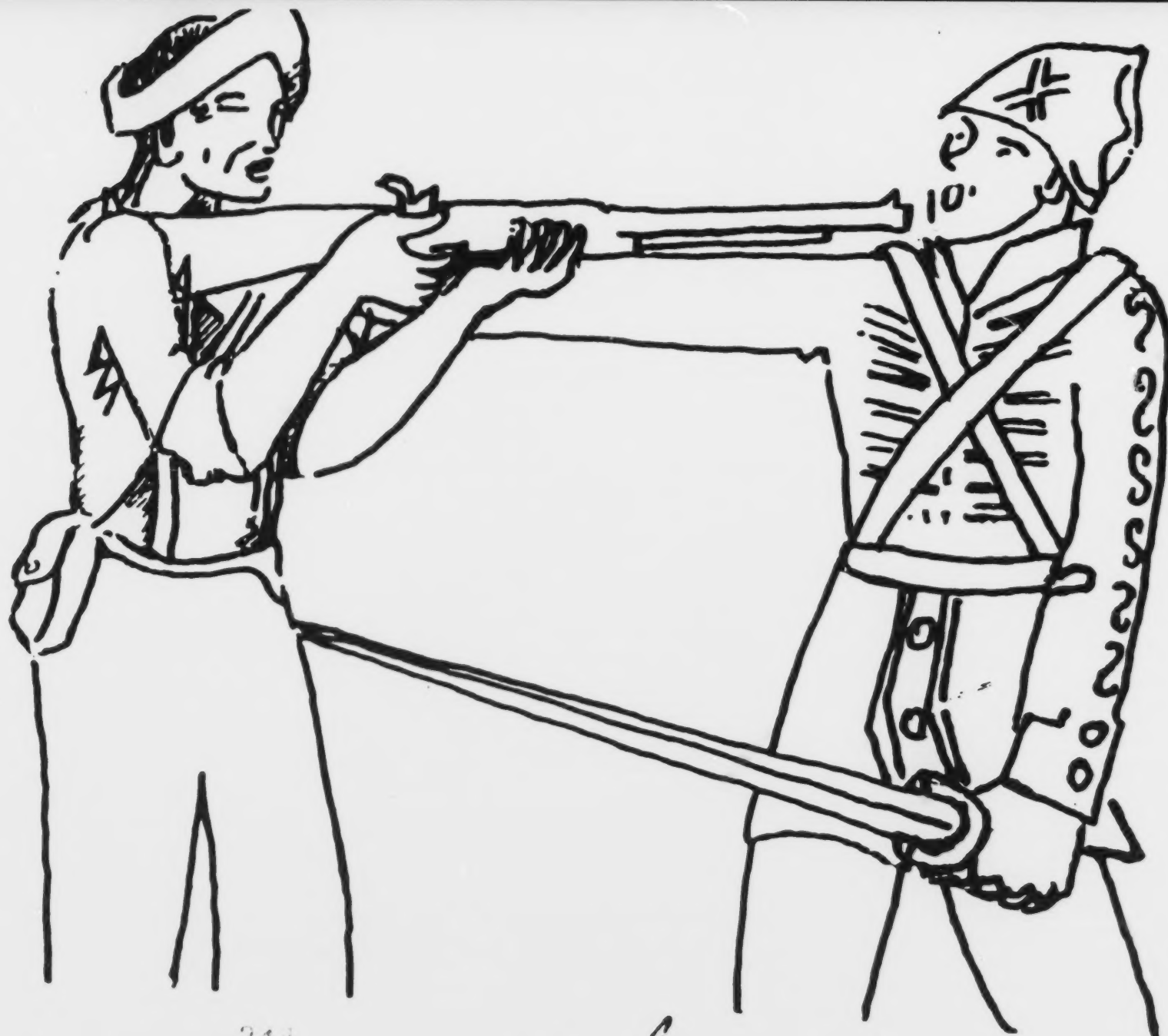
Presidents' Day Picture Story Big Pictures (set of six)



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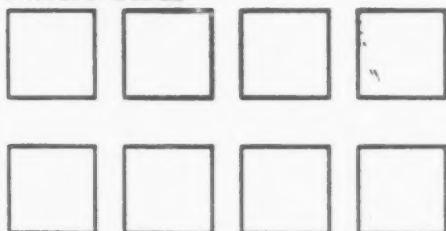
What is "Concentration"?

This is similar to the TV show *Concentration*. Students try to remember the position of cards with matching information. It can be played to help students learn words that go with pictures (especially good for literacy students), questions that go with answers, two halves of a sentence, or just about any information that can be put on two cards that make a match.

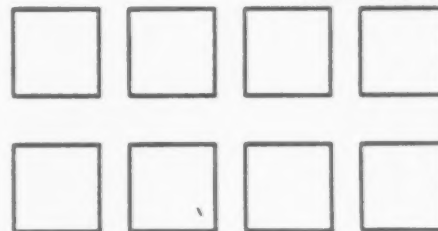
Procedure:

1. Invest in ten cheap childrens scissors from a dimestore that your students can use. It's an investment that will pay for itself many times over by saving you the preparation time needed to prepare the card activities in this and other packets. Your students can use the scissors along some glue or staplers to cut up the card pages in this packet. Also have paper clips and rubber bands handy to keep the sets of cards together.
2. The matching pictures and/or words from the grid in this packet need to be cut out. They also need to be mounted (stapling is fastest) to a card or square of paper so that when they're turned over the print doesn't show through the paper. Different student groups can cut and mount the cards. After they've done it once or twice it won't take them long. Besides saving you time it serves to help them become familiar with the cards. It's good to make two or three sets of cards so later small groups of the students can play the game simultaneously.
2. Once cards are prepared model the Concentration Game activity with the whole class. The first time you play the game it's good to do it with the whole class. Ask students to stand in a circle around a table or part of the floor where you are going to lay down the cards.
3. Take five to ten of the pictures, for example, and lay them face down in random order on the table or the floor of your classroom. Next to the pictures, make a separate group of cards with words that match the pictures. See below:

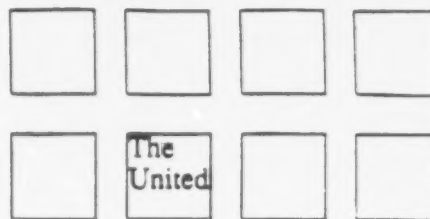
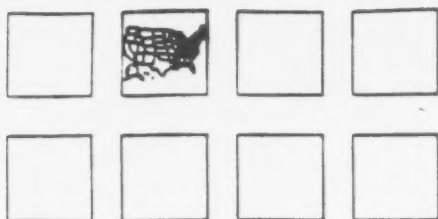
Picture Cards



Word Cards



4. Ask for a volunteer to choose one card from each group of cards, and turn them over so that the other students can see the information on the card. If the student is lucky these cards will match and the student can pick them up and turn over two more cards looking for a match.



5. If the cards don't match, the student should turn them over and leave them where they lay. You can help the students to remember the position of the cards by pointing to each card and asking the group if they remember what's on it. Do this until students understand the importance of remembering the positions of the cards.
6. Moving clockwise around the circle of students, the next student should turn over two more cards.
7. Follow the procedure outlined in steps 4 and 5 until all the cards have been picked up. The student who has made the most matches is the winner.
8. Once the class has done the game together you can break them into groups to play the game in smaller groups with the other sets of cards.

**E n g l a n d
controls the 13
colonies.**

**The 13 colonies
h a t e t h e
English taxes.**

**The English
and the 13
colonies begin
to fight.**

**G e o r g e
Washington
leads the 13
colonies in the
Revolutionary
War.**

**The American
rebels push the
English out of
the 13 colonies.**

**G e o r g e
Washington
becomes the
first President
of the USA.**

**George Washington Listening Cloze
Teacher's Guide and Answers**

Intermediate Level

Directions:

1. Ask students to listen as you read this passage aloud to the class two times
 2. Hand out the student's copy. (To make the exercise easier, write the words that have been deleted in random order on the blackboard.)
 3. Instruct students to fill in any words they remember from listening. If they don't remember the exact word they can try to put in a word that makes sense from the context.
 4. Read the passage again once or twice, as students fill in what they hear.
 5. Have individual students write the correct answers on the board.
-

First in peace, first in war, first in the hearts of his countrymen

George Washington was 1) born on February 22, 1732 in Virginia, one of the 2) English colonies. His family were 3) rich farmers. He 4) worked as a surveyor, and as a military 5) leader in the French and Indian wars.

Then he became Commander-in-chief of the revolutionary 6) army that won independence from 7) England for the 13 colonies. After the war, he was chairman of the Constitutional 8) Convention in 1787, when the 9) laws for the 13 new United States of 10) America were written.

In 1789 11) Washington was elected the first 12) president of the USA. After 2 13) terms he refused a third and 14) returned to his farm at Mt. Vernon. He 15) died in 1799 as one of the richest people in America.

**George Washington Listening Cloze
Students' Copy**

Intermediate Level

George Washington was 1) _____ on February 22, 1732 in Virginia, one of the
2) _____ colonies. His family were 3) _____ farmers. He 4) _____
_____ as a surveyor, and as a military 5) _____ in the French and Indian wars.

Then he became Commander-in-chief of the revolutionary 6) _____ that won
independence from 7) _____ for the 13 colonies. After the war, he was chairman
of the Constitutional 8) _____ in 1787, when the 9) _____ for
the 13 new United States of 10) _____ were written.

In 1789 11) _____ was elected the first 12) _____ of the
USA. After two 13) _____ he refused a third and 14) _____ to his
farm at Mt. Vernon. He 15) _____ in 1799 as one of the richest people in
America.

Picture/Strip Story Teacher's Guide

Intermediate or Mixed Levels

What are picture/strip stories? In picture/strip stories, pairs or individual students in a group of 4 to 6 has one or two strips of paper with one or more lines of story and a picture. Students are asked to remember the general idea their strips and to later work together to reassemble the story in logical sequence. More beginning students or nonliterate students can share a sentence/picture with a more advanced student.

Procedure:

1. Cut up the sentence/picture strips. The following grouping is recommended to make the task easier and more cooperative. Ask the students to sit in **two concentric circles**, with **more advanced students (o) in the middle circle and less advanced (x), including literacy students, in the outside circle**. Pair a less advanced student with a more advanced student. See the diagram below.



2. Briefly explain to students what a strip/picture story is and what they are going to do: each pair will have a part of the story that they will explain to the group.
3. Give each advanced/less advanced pair a strip/picture, and ask them to learn the main idea of that strip, but not to write anything. Tell students they don't have to memorize every word; the general idea is more important than the grammar.
4. Offer pronunciation or vocabulary help to those pairs who want it; write words they ask about on the blackboard.
5. Ask all students to help define the vocabulary on the blackboard.
6. After the pairs know their sentences, collect the strips. Put them nearby where students can easily refer to them.
7. Explain again that each pair knows a part of the story. Students will share their information to put the story back together. The more advanced student in the middle circle is responsible for describing the pairs' strip, with the less advanced student on the outside there to help. Tell students that if they can't remember their part of the story they can look at the strip again.
8. During this class just encourage the students to repeat their parts of the story as many times as it takes for all students in the middle circle to feel confident that they

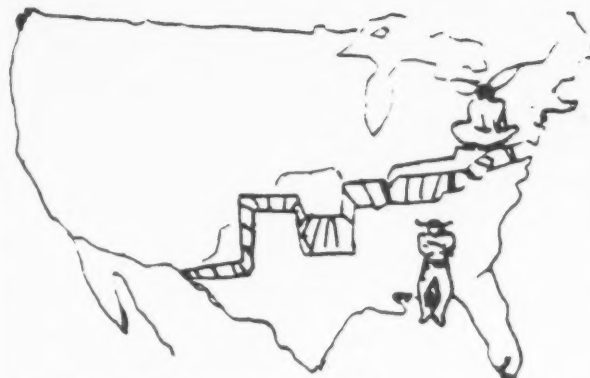
know the main idea of all the parts of the story. Stop the activity here and let students try to order their parts of the story next class.

9. The first time you do this kind of activity, expect some confusion, but give the group time to figure out strategies for solving the problem. **Instead of trying to clear up confusion, encourage students to repeat their sentence.** If students can't understand a student's pronunciation of one or more words, tell them that they don't have to understand every word. One or two students will eventually take over as leaders. **Resist as much as you can the impulse to intervene a lot.**
10. **The Next Class:** Form the circles again and hand out the strips to the same pairs to refresh their memories with their parts of the story. Then collect the strips. Ask the students to repeat their parts of the story a few times.
11. Now it's time to let the students order the strips. They will need to repeat them again, and this time think about the order. Once they think they have an order ask all students to open their notebooks. Ask the student in the middle circle who has the first part to repeat that part while the others **write it in their notebooks.** Encourage students to ask each other to repeat and to speak slowly. The less advanced people on the outside circle can look to their more advanced partner for help.
12. Whole group activity. **Have students come together as a whole group.** They will dictate to you or to another student the story in correct sequence. **Write the sentences on the board exactly as they are dictated.** Look at the final product. Ask students if they want to change or correct anything.
13. Give students their original strips. **Ask them to compare the strips with the sentences on the board.** Let them make any final corrections.

(For a more complete description of the activity and additional strip stories, see *Talk-a-Tivities*, Richard Yorkey. 1985; Addison-Wesley Publishing Company. Reading, Mass.)



In 1860 slaves were in the South. They escaped to the North.



Lincoln was elected in 1860. The Southern states wanted slavery. They separated from the Northern states.



The North and south went to war in 1861.



In 1862, President Lincoln freed most of the slaves.



After a terrible war, the South lost to the North in 1865.



After the war, Lincoln was watching a play at the theater. He was assassinated.

Cooperative "Jigsaw" Reading: Teacher's Guide

Intermediate Level

In "Jigsaw" reading activities, students work cooperatively to piece together the meaning of the story.

- 1) Begin by dividing up a story or dialogue into three or four logical parts that can more or less stand alone.
- 2) Elicit from the class as a whole and write on the blackboard what they already know about the topic of the reading. This will bring out the key vocabulary and concepts. Fill in the details where necessary.
- 3) Explain to the class that they will help each other to understand the story.
- 4) Divide the class into three to four groups. Give each group a different part of the story. Members of each group will read their part, work out the vocabulary and meaning, and practice retelling their part of the story to each other.
- 5) After ten minutes when each of the groups understands their part well, rearrange the groups: each new group should be made up of one member from each of the original groups.
- 6) The task is for each member of the new group to tell his/her part of the story and/or answer questions provided after the reading (see attached) that pertain to their part of the reading. The new group now has all the information it needs to reconstruct the whole story.
- 7) Give out copies of the entire story for students to read as a final activity.

Abraham Lincoln Jigsaw Reading

Intermediate Level

Abraham Lincoln was born in a log cabin in Kentucky. Later his family moved to Illinois. They were poor. He went to school for only one year. He learned by reading all the time. He studied hard and became a lawyer.

Abraham Lincoln was elected the 16th President of the U.S. in 1860. The people in the South did not like Lincoln because he was from the North. Lincoln did not want slavery in the new states. The South was afraid he would abolish slavery.

We remember Lincoln because he was a strong President during the Civil War. He believed the country should stay together. He said the Confederate states could not secede. His goal during the Civil War was to keep the Union together.

Lincoln was a great speaker. He is famous for the *Emancipation Proclamation*. In the Emancipation Proclamation, Lincoln started to abolish slavery. He said all slaves in the Confederate states were free. He said blacks could fight in the Union Army.

Lincoln's most famous speech was the *Gettysburg Address*. He made the speech in Gettysburg, Pennsylvania in 1863. Lincoln told the people to remember these important words from the Declaration of Independence: "...all men are created equal...". He also said, "...a government of the people, by the people, for the people..." will stay together.

The Civil War ended in 1865. Lincoln was elected President again. He had great plans to reunite the country. But Lincoln did not live to reunite the country. He was assassinated five days after the election.

Excerpted from: Of the people...., pp. 116-117, Center for Applied Linguistics, Washington, D.C.

Presidents' Day, Page 14

Presidents' Day Jigsaw Reading Questions

Intermediate Level

1. What state was Abraham Lincoln born in?
2. Did Abraham Lincoln graduate from high school?
3. What was his occupation?
4. Was Abraham Lincoln born to a rich family?
5. How did he learn to be a lawyer?
6. When was Abraham Lincoln elected President of the United States?
7. Why didn't the people in the South like Lincoln?
8. In which part of the country was there slavery?
9. During which war was Lincoln President?
10. What did Abraham Lincoln tell the states from the South (Confederate) they could not do?
11. For which two speeches is Lincoln famous?
12. What was the message of the "Emancipation Proclamation?"
13. How **many times** was Lincoln elected President?
14. What **happened** to him five days after the election?
15. When did the Civil War end?
16. In the Gettysburg address, what words did Lincoln quote from the Declaration of Independence?

Presidents' Day, Page 15

Students' Country History Interview Grid

Intermediate Level

Directions: Ask the students if they have different regions of their countries. Do people have a problem getting along? What are the problems? Are there different ways of talking, rural vs. urban, religion, etc.? Has there ever been any fighting between two areas? Then ask students to interview two students from another country using the questions below and write their names, countries, and answers in the blanks provided.

	Student's Name/Country	Student's Name/Country
Who was a famous leader in your country? When do you honor him or her?		
Has any leader of your country been assassinated? Who? Why?		
Did you ever have a civil war in your country? When? Why?		

Presidents Information Gap Preparation 1
Making Personal Questions

Beginning Level

Match the words on the left with the personal questions on the right.

- | | |
|--------------------|--|
| 1. BIRTHDAY_____ | A. What are your hobbies? |
| 2. BIRTHPLACE_____ | B. Do you have children?
(IF YES) How many do you have? |
| 3. MARRIED_____ | C. What do you do? |
| 4. CHILDREN_____ | D. When is your birthday? |
| 5. OCCUPATION_____ | E. Where are you from? |
| 6. HOBBY_____ | F. How old are you? |
| 7. AGE_____ | G. Are you married?
What is your spouse's name? |

Presidents Information Gap Preparation 2 **Personal Question Interview Grid**

Beginning Level

Ask the following questions of two classmates. Write their names and answers in the spaces provided.

	Student's Name _____	Student's Name _____
When is your birthday?		
Where are you from?		
Are you married?		
Do you have any children?		
What do you do?		
What are your hobbies?		

Presidents Information Gap Preparation 3
Asking Past Tense Personal Questions

Beginning Level

Match the **personal** questions below with the past tense question you could ask about a president who is a **man**.

1. What is your birthday? ____

2. Where are you from? ____

3. Are you married? ____

4. Do you have children? ____
How many do you have?

5. What do you do? ____

6. What is your hobby? ____

7. How old are you? ____

a. CHILDREN: Did he have children?
How many did he have?

b. OCCUPATION: What did he do?

c. AGE: How old was he?

d. HOBBY: What was his hobby?

e. MARRIED: Was he married?
What was his wife's name?

f. BIRTHDAY: What was his birthday?

g. BIRTHPLACE: Where was he from?

Presidents' Day Information Gap Teachers' Guide

Advanced Beginner/Intermediate Levels

What are "Information Gap Activities"?

In an information gap activity, two students or groups of students have to talk with each other and share information in order to complete a task. The first few times it is done, however, it needs to be structured carefully by the teacher.

Procedure:

1. Do the Presidents' Day Information Gap Preparation 1, 2, and 3 before doing the Presidents' Day Information Gap activity. The preparation exercises are designed to help students to become familiar with most of the questions they will need to ask to do the information gap. **Please note:** There is only one new question (What is President's Name famous for?) in the following gap that should be reviewed.
2. If this is the first time you are doing an Information Gap, break the class into two groups: Group A and Group B. Have them sit in two circles. Asking the students to do the task in groups before pairs enables you to monitor and explain the process.
3. Xerox enough copies of the next two pages in the guide for group A and group B. Pass out copies of the A gap to A's and the B gap to B's.
4. Point out to the A group that they don't have an answer in box 3 for George Washington. Ask for a volunteer from the A group to ask the B group question 3 about George Washington. Ask for a volunteer from the B group to answer the question. Students usually need to be encouraged to use language of clarification: "Please repeat," "Please speak slower," "Please speak louder," etc. Direct the A group to fill in the blank in box 3 for George Washington. You will often find many students can't fill in the blank and need to be encouraged to ask for clarification. You will also probably need to cheerfully reprimand students who sneak looks at the other groups' sheet.
5. Now ask group B to ask a question. Point out to the B group that they don't have an answer in box 3 for Woodrow Wilson. Ask for a group B volunteer to ask A students question 3 about Woodrow Wilson. Ask for a group A volunteer to answer the question, encouraging people to ask for clarification. Monitor group A students filling in the blank in box 3 for Woodrow Wilson.
6. Continue this procedure, getting different volunteers from each group to ask and answer questions needed to fill in their blank boxes.
7. After each group has filled in four to six empty boxes and you think they understand what they have to do, pair each A student with a B student. Direct them to ask their partners about each of the remaining empty boxes and fill in all of them.

Presidents' Day, Page 20

Presidents' Day Information Gap A

Intermediate Level

Read the questions below. Ask these questions of group B (or partner B) to get the information you need to fill in the empty boxes below. If a blank is open in column 1 for George Washington, for example, ask question #3: Was George Washington married?, and fill the box. Remember, you are "A", don't look at the "B" paper!!

1. What was (President's name)'s birthdate?
2. Where was (President's name) from?
3. Was (President's name) married? To whom?
4. What was (President's name) famous for?
5. What did (President's name) do before he was President?
6. What was (President's name)'s hobby?

	1	2	3	4	5	6
George Washington	February 22, 1732	Virginia			A surveyer	Fox hunting
Thomas Jefferson	April 13, 1743		Yes (Widower as President)		A writer, inventor and lawyer	Architecture
Abraham Lincoln		Kentucky	Yes (Mary Todd)	Civil War President	Lawyer, merchant, bar owner	
Woodrow Wilson	December 28, 1856	Virginia	Yes (Ellen and Edith)			Card Playing
Franklin Delano Roosevelt	January 30, 1882	New York		Great Depression and World War II President	Lawyer	
John F. Kennedy			Yes (Jacqueline)	Youngest President, assassinated in Texas (1963)	Newspaperman	Sailing

Presidents' Day Information Gap B

Intermediate Level

Read the questions below. Ask these questions of group A (or partner A) to get the information you need to fill in the empty boxes below. If a blank is open in column 1 for Woodrow Wilson, for example, ask question #3: Was Woodrow Wilson married?, and fill the box. Remember, you are "B", don't look at the "A" paper!!

1. What was (President's name)'s birthdate?
2. Where was (President's name) from?
3. Was (President's name) married? To whom?
4. What was (President's name) famous for?
5. What did (President's name) do before he was President?
6. What was (President's name)'s hobby?

	1	2	3	4	5	6
George Washington		Virginia	Yes (Martha)	First President	A surveyer	
Thomas Jefferson	April 13, 1743	Virginia		Wrote the Declaration of Independence		Architecture
Abraham Lincoln	February 12, 1809		Yes (Mary Todd)		Lawyer, merchant, bar owner	Reading
Woodrow Wilson		Virginia		World War I President	Teacher	
Franklin Delano Roosevelt	January 30, 1882		Yes (Eleanor)		Lawyer	Stamp collecting
John F. Kennedy	May 29, 1917	Massachusetts			Newspaperman	Sailing

Directions: You can use this as an answer sheet or white out other parts of it to make new information gaps on this topic.

1. What was (President's name)'s birthdate?
2. Where was (President's name) from?
3. Was (President's name) married? To whom?
4. What was (President's name) famous for?
5. What did (President's name) do before he was President?
6. What was (President's name)'s hobby?

	1	2	3	4	5	6
George Washington	February 22, 1732	Virginia	Yes (Martha)	First President	A surveyer	Fox hunting
Thomas Jefferson	April 13, 1743	Virginia	Yes (Widower as President)	Wrote the Declaration of Independence	A writer, inventor and lawyer	Architecture
Abraham Lincoln	February 12, 1809	Kentucky	Yes (Mary Todd)	Civil War President	Lawyer, merchant, bar owner	Reading
Woodrow Wilson	December 28, 1856	Virginia	Yes (Ellen and Edith)	World War I President	Teacher	Card Playing
Franklin Delano Roosevelt	January 30, 1882	New York	Yes (Eleanor)	Great Depression and World War II President	Lawyer	Stamp collecting
John F. Kennedy	May 29, 1917	Massachusetts	Yes (Jacqueline)	Youngest President, assassinated in Texas (1963)	Newspaperman	Sailing

Directions: This is an answer sheet for the information gap or you can write out the other boxes to make other information gaps on this topic.

1. What was (President's name)'s birthdate?
2. Where was (President's name) from?
3. Was (President's name) married? To whom?
4. What was (President's name) famous for?
5. What did (President's name) do before he was President?
6. What was (President's name)'s hobby?

	1	2	3	4	5	6
George Washington	February 22, 1732	Virginia	Yes (Martha)	First President	A surveyer	Fox hunting
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Abraham Lincoln	February 12, 1809	Kentucky	Yes (Mary Todd)	Civil War President	Lawyer, merchant, bar owner	Reading
Woodrow Wilson	December 28, 1856	Virginia	Yes (Ellen and Edith)	World War I President	Teacher	Card Playing
Franklin Delano Roosevelt	January 30, 1882	New York	Yes (Eleanor)	Great Depression and World War II President	Lawyer	Stamp collecting
John F. Kennedy	May 29, 1917	Massachusetts	Yes (Jacqueline)	Youngest President, assassinated in Texas (1963)	Newspaperman	Sailing

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Presidents' Day, Page 25

Columbus Day Resource Packet

**A Guide to Teaching ESL
in Amnesty Preparation Classes**

Acknowledgements

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Overview

I. Introduction

Over the next several years, over 100,000 residents of New York City will enroll in specially-focused ESL classes as part of their amnesty requirements. For many previously illegal aliens, these classes form a bridge into the adult education system and the community. Students enrolled in these classes will learn basic English language skills in the contexts of U.S. citizenship and history. These contexts serve to ground the students in their new culture and provide a framework for the acquisition and practice of language.

The purpose of this guide is to help teachers provide instruction that effectively integrates the development of basic language skills and content area knowledge. It contains a curriculum of content area objectives, resource packets corresponding to the objectives, teaching strategies and a bibliography.

II. Curriculum and Resource Packets

A. Curriculum

The curriculum is a listing of objectives in 12 broad areas. Ten areas correspond to the major U.S. holidays: Labor Day, Columbus Day, Election Day, Veterans' Day, Thanksgiving, Martin Luther King's Birthday, Presidents' Week, Memorial Day, Flag Day and Fourth of July. Some of the objectives appear more than once to allow for recycling and review.¹

Objectives in 2 additional areas, Coming to the U.S.A. and The Constitution, are not tied to a particular holiday and can be used to supplement instruction at any time.

Each of the objectives is designed to be within reach of students at all levels of ESL proficiency. Students will develop their oral language skills as they engage in activities designed to teach the content areas. Activities for beginning students should be simple enough to accommodate their limited vocabulary and fluency. More advanced students will work on the same objectives but in greater depth, using activities that require more fluency. The number of objectives addressed in a given course will vary with the level of English language proficiency and the level of literacy of the students. The objectives covered will vary depending on the time of year covered by the 60 hours of instruction.

The curriculum is intended to provide limited English-speaking students with the basic history and civics they will need as they take the first steps toward citizenship. Students whose language skills are advanced enough to prepare for the Permanent Resident Status Interview Examination or the Naturalization Interview will also find this curriculum helpful.

¹The objectives were adapted from several sources including the Immigration and Naturalization Service, the CASAS IRCA Project and the New York State Education Department IRCA Curriculum.

B. Resource Packets

Teaching resource packets have been developed for each of the 12 broad areas of the curriculum. The packets are designed to provide communicative activities that will develop students' language proficiency and lead them to mastery of the content objectives.

The packets contain the specific objectives for a particular area and instructional materials such as readings, pictures, maps, and sample lessons for use with students at various levels of language proficiency. Each packet also includes a quiz that students may use to check their understanding.

III. How to Use the Packets

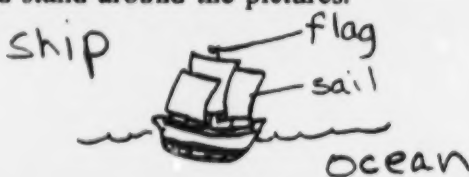
The instructional packets were designed to stand alone; nevertheless, *A Guide to Teaching ESL in Amnesty Preparation Classes* is included as part of this series. It contains an overview of instructional issues and strategies relevant to the Amnesty preparation classes.

COLUMBUS DAY OBJECTIVES

1. Name the person who "discovered" America and when.
2. Explain why the native Americans were called Indians and tell about their lives.
3. Say what countries first sent settlers to the "New World" (France, England, Spain, Dutch) and find where each settled on the map.

What is a picture story? A picture story is a series of pictures that make a story. Sometimes, different stories can be made by changing the order of the pictures. All levels of students can practice vocabulary, speaking and listening skills by using the pictures. More advanced students can write the story and/or practice reading it.

Procedure for Using a Picture Story

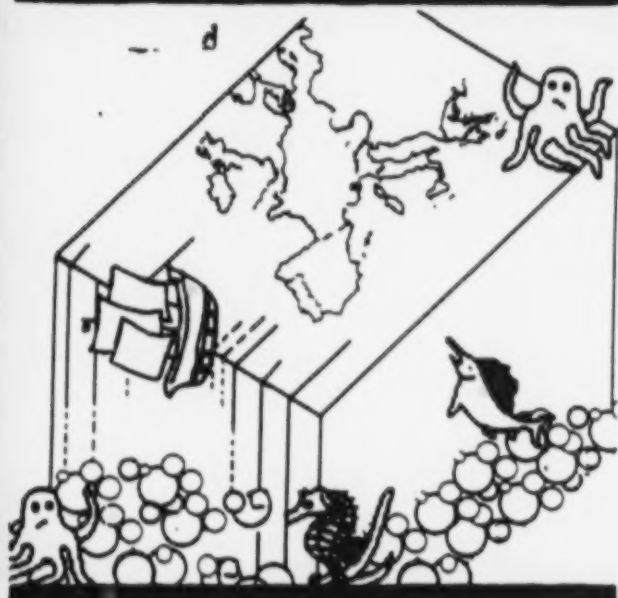
1. If this is your first Columbus Day activity **elicit what students know about Columbus using a mind map.**
2. **Use the large illustrations included in the packet.** Tape the pictures to the blackboard. Ask students to come up and stand around the pictures.
4. **Elicit from the students the vocabulary they know about the pictures and write the words next to the appropriate pictures.**

5. **Make groups of four to five students.** Make enough copies of the picture grid (in this packet) so that each group can have a set of pictures. Cut up the pictures and give each group a set. Ask students to arrange the pictures to make a story. Tell them that more than one story is possible. Intermediate students could also have a secretary write the story.
6. **Ask one student from each group to tell their story to the class.**
7. **Summarize the story by reading the "Picture Story Text" in this packet.** Read the text at least two or three times, pointing to the corresponding pictures as you read the sentences. Ask students to do the same.
8. **Read sentences from the story out of sequence, and have students indicate to you which picture the sentence refers to.** They can do this by holding up the appropriate picture from their set, or students can go to the board and point to the large picture that is being described.
9. **Turn control over to the students.** Ask pairs of students to come to the board. One of them describes a picture, and the second student points to the picture being described. Then the other student describes a picture and the first student points to the picture being described.
10. **Intermediate students could now write the new story.** They could also listen to sentences from the story and do a dictation. A concentration game could also be played with the sentences and the pictures they describe (see Concentration Game Teacher's Guide and the grid of sentences in this packet.)

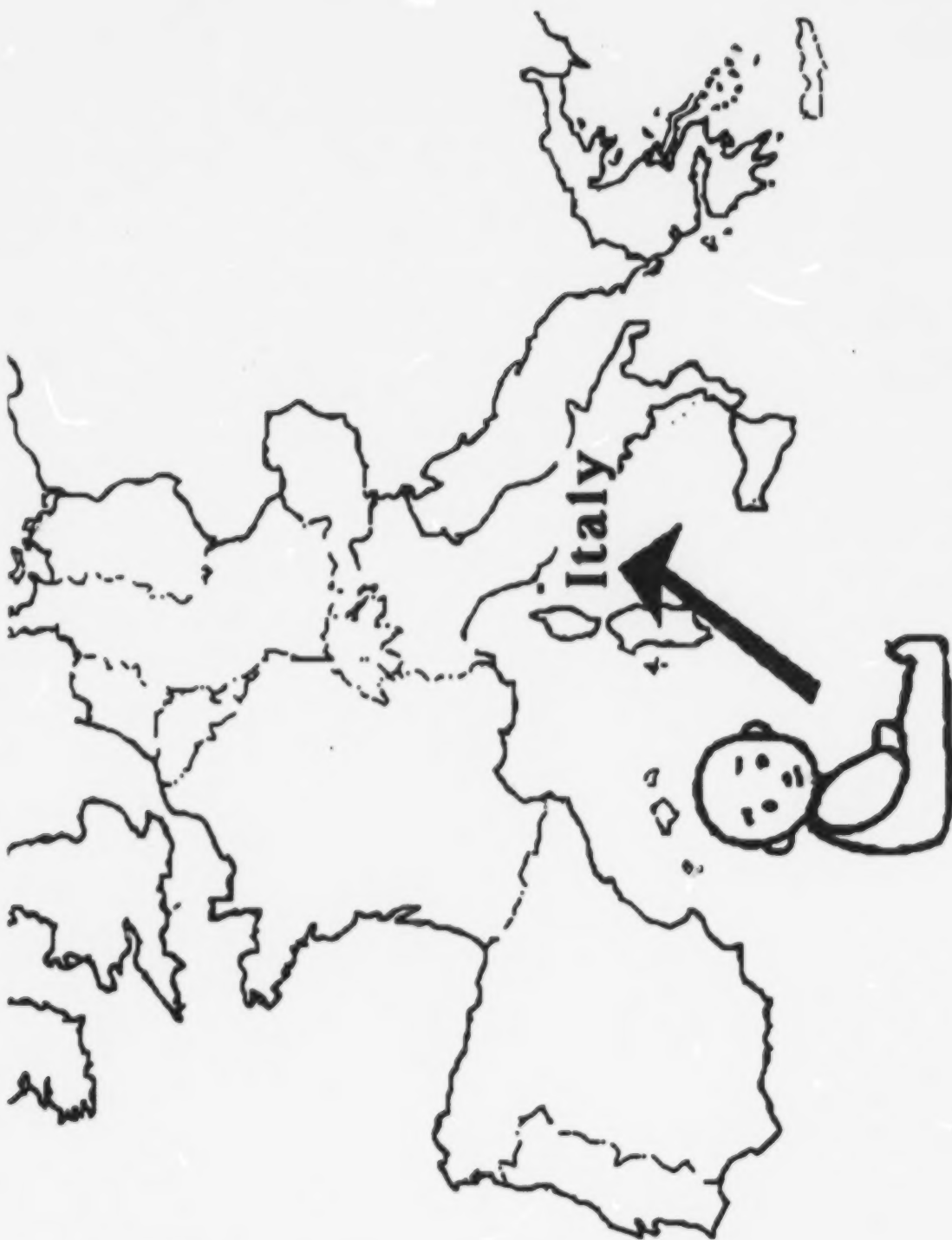
Columbus Day Picture Story Text

All Levels

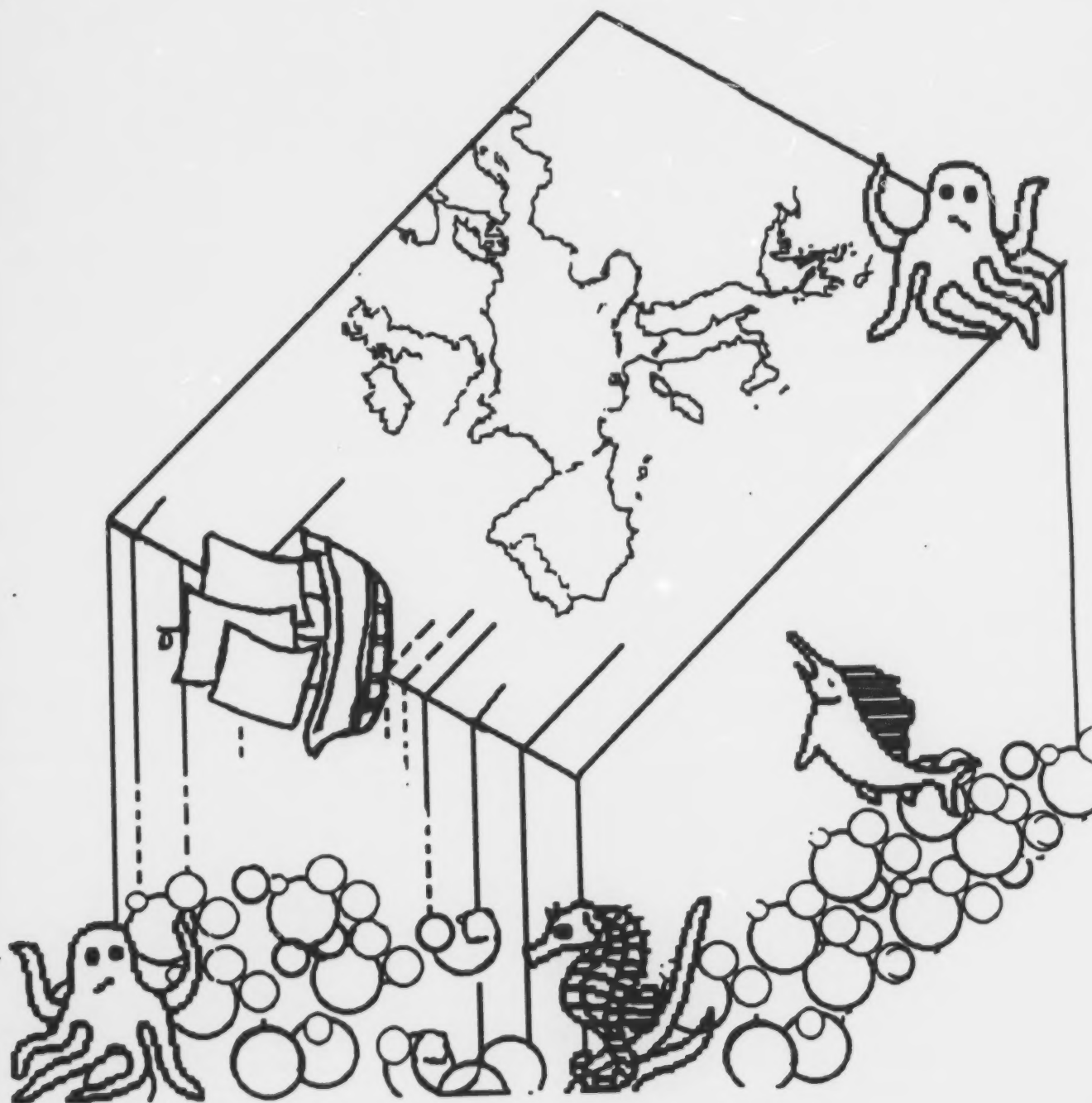
- Picture 1: Christopher Columbus was born in Genoa, Italy in 1451.
- Picture 2: He wanted to sail to Asia for spices and silk. At that time people went to Asia over land.
- Picture 3: They thought Columbus would fall off the world if he went to Asia by sea. They believed the world was flat. They thought Columbus was crazy.
- Picture 4: Columbus thought the world was round. He asked Queen Isabella of Spain to give him three ships and money.
- Picture 5: The three ships were called the Nina, the Pinta, and the Santa Maria. In 1492 Columbus sailed from Spain to Hispaniola in about two months.
- Picture 6: When he arrived he met people he called Indians. He thought he was in India. He tried to bring the Christian religion to the Indians.

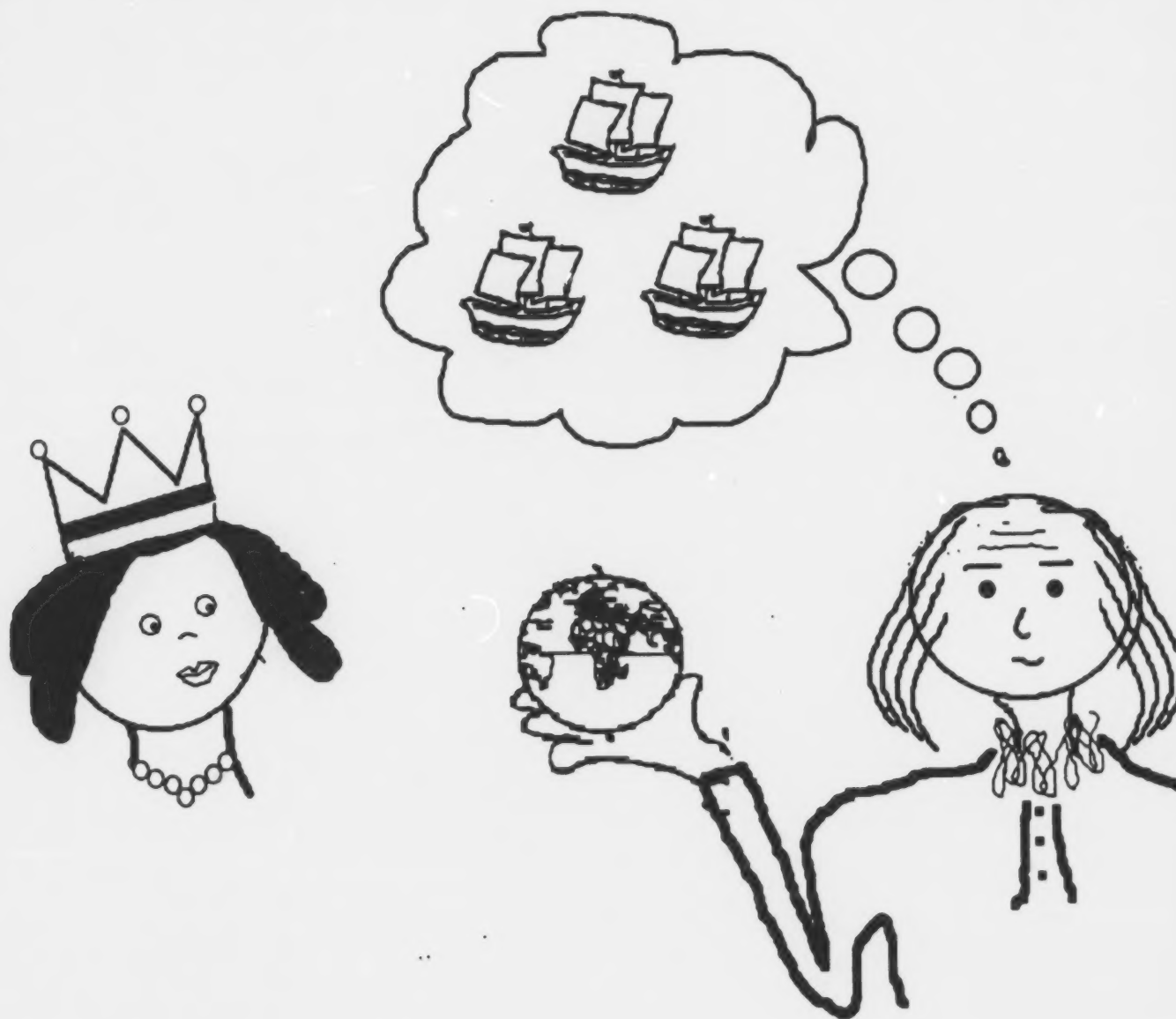
Columbus Day Picture Story Grid

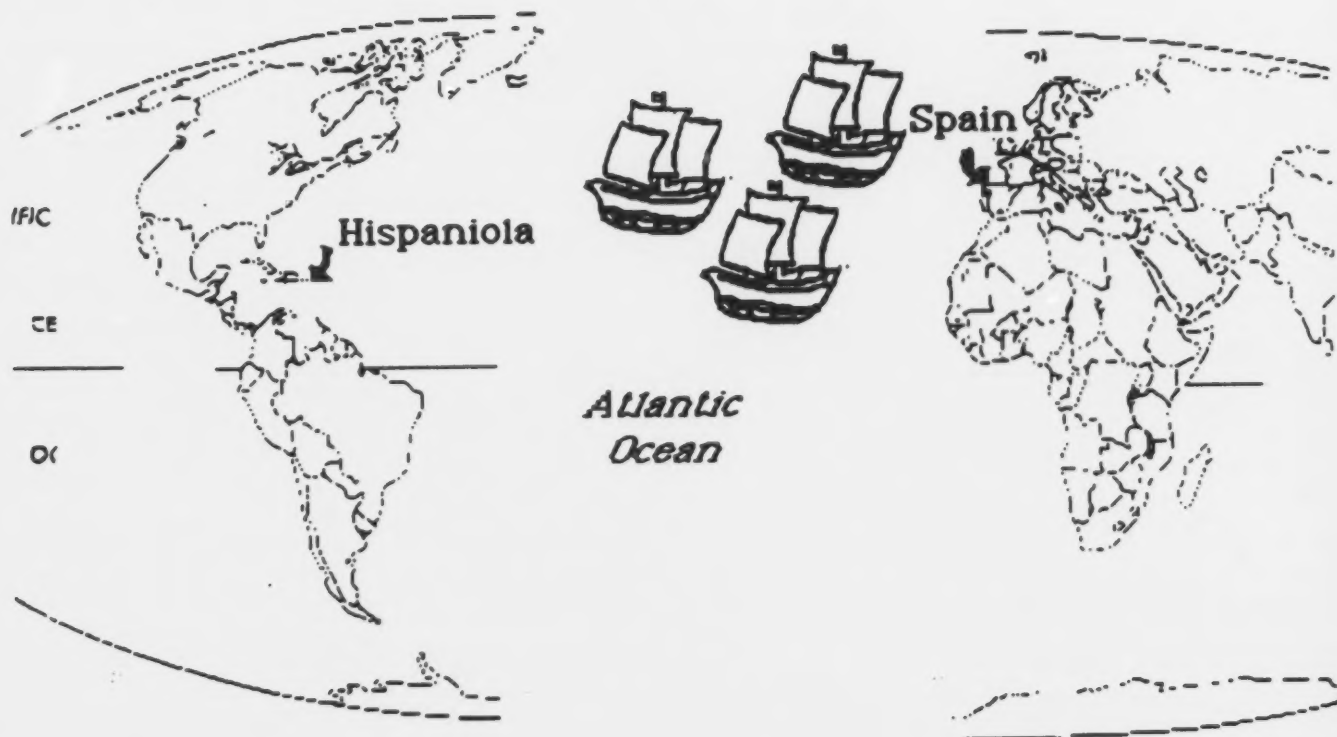














What is "Concentration"?

This is similar to the TV show *Concentration*. Students try to remember the position of cards with matching information. It can be played to help students learn words that go with pictures (especially good for literacy students), questions that go with answers, two halves of a sentence, or just about any information that can be put on two cards that make a match.

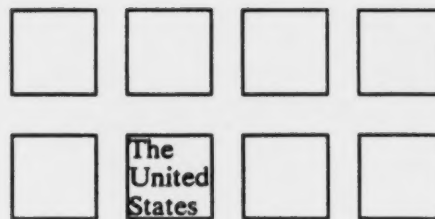
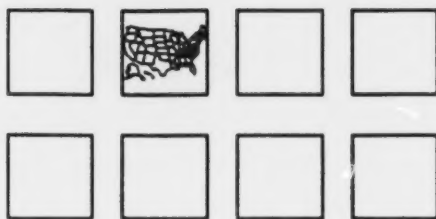
Procedure:

1. Cut out the matching pictures and/or words from the grid in this packet. Tape or glue them on squares of paper or index cards, so that when they're turned over the print doesn't show through the paper. It's good to make two or three sets so later small groups of the students can play the game simultaneously.
2. **Model the activity with the whole class.** The first time you play the game it's good to do it with the whole class. Ask students to stand in a circle around a table or part of the floor where you are going to lay down the cards.
3. Take five to ten of the pictures, for example, and lay them **face down** in random order on the table or the floor of your classroom. Next to the pictures, make a separate group of cards with words they match the pictures. See below:

Picture Cards

Word Cards

4. Ask for a volunteer to choose one card from each group of cards, and turn them over so that the other students can see the information on the card. If the student is lucky these cards will match and the student can pick them up and turn over two more cards looking for a match.



5. If the cards don't match, the student should turn them over and leave them where they lay. You can help the students to remember the position of the cards by pointing to each card and asking the group if they remember what's on it. Do this until students understand the importance of remembering the positions of the cards.
6. Moving clockwise around the circle of students, the next student should turn over two more cards.
7. Follow the procedure outlined in steps 4 and 5 until all the cards have been picked up. The student who has made the most matches is the winner.
8. Once the class has done the game together you can break them into groups to play the game in smaller groups with other sets of cards.

Concentration Game Word Cards

Beginning Level

Columbus from Italy.

Silk in Asia.

Flat world.

Columbus and Isabella.

3 ships to America.

Columbus and Indians.

Columbus Day Student Interview Sheet

Beginning Level

You will talk to 3 students.
Write their names and
countries here:

1. _____

2. _____

3. _____

When did you come to
the United States?

Did you come to the
United States with someone?
Who?

What don't you like
about the United States?
What do you like?

What are strip stories? In strip stories, each student in a group of 4 or 5 has one or two strips of paper with one line of story (more advanced students can have two strips). Students are asked to memorize their strips and to work together to reassemble the story in logical sequence. More beginning students or nonliterate students can share a sentence with a more advanced student.

Procedure:

1. Hand out the sentence strips. Give the more difficult or longer sentences to more advanced students.
2. When each student has a strip with a sentence, ask them to memorize that sentence, but not to write anything. Tell students they don't have to memorize every word; the facts are more important to memorize than the grammar.
3. Offer pronunciation or vocabulary help to those students who want it; write words they ask about on the blackboard.
4. Ask all students to help define the vocabulary on the blackboard.
5. After the students know their sentences, collect the strips.
6. Explain that each student knows a part of the story. Students will share their information to put the story back together. Tell students that if they can't remember their part of the story they can come to you and look at the strip again.
7. The first time you do this kind of activity, expect some confusion, but give the group time to figure out strategies for solving the problem. Instead of trying to clear up confusion, encourage students to repeat their sentence. If students can't understand a student's pronunciation of one or more words, tell them that they don't have to understand every word. One or two students will eventually take over as leaders. Resist as much as you can the impulse to intervene.
8. **Whole group activity.** Have students come together as a whole group. They will dictate to you or to another student the story in correct sequence. Write the sentences on the board *exactly as they are dictated*. Look at the final product. Ask students if they want to change or correct anything.
9. Give students their original strips. Ask them to compare the strips with the sentences on the board. Let them make any final corrections.

(For a more complete description of the activity and additional strip stories, see *Talk-a-Tivities*, Richard Yorkey. 1985; Addison-Wesley Publishing Company. Reading, Mass.)

Christopher Columbus Strip Story

Intermediate level

(Note to Teacher: Cut out the sentences below to distribute to students.)

Christopher Columbus wanted to get to China by sailing west.

Columbus went to Queen Isabella of Spain. She gave him three ships and money for the trip.

Many people still believed the earth was flat. People were afraid to go with Columbus.

Finally Columbus found 105 men to go with him. They left on August 3, 1492.

On October 12, 1492, they saw land.

When Columbus arrived, he called the people Indians. They were forced to work in mines and most died.

Columbus made three more trips to the "New World".

When Columbus died he believed he had found the way to China. Queen Isabella wasn't happy because he had found little gold.

Listening Cloze
Teacher's Guide

Advanced Beginning/Intermediate Level

Before doing this activity, do a mind map on the blackboard with students to elicit what they know about the topic of the listening cloze. Use pictures or flashcards from the packet to help review concepts or vocabulary coming up in the listening cloze.

1. Ask students to listen as you read this passage aloud to the class two times.
2. Hand out the student's copy. (To make the exercise easier, write the words that have been deleted in random order on the blackboard.)
3. Instruct students to fill in any words they remember from listening. If they don't remember the exact word they can try to put in a word that makes sense from the context.
4. Read the passage again once or twice, as students fill in what they hear.
5. Have individual students write the correct answers on the board.

**Columbus Day Listening Cloze
Teacher's Copy**

Intermediate Level

In the 1400's many people wanted the silk and spices from the Orient. They travelled east across Europe and Asia. Most people believed the world was

(1) flat. Christopher Columbus believed the world was round. He believed he could get to China by sailing west. Queen Isabella of Spain helped him to get three (2) ships, *The Nina*, *The Pinta*, and *The Santa Maria*.

Many people believed that Columbus would (3) fall off the earth. But he found 105 sailors to go with him. They (4) left on August 3, 1492. They found an island on October 12 at 2 o'clock in the morning. The name of the island was Guanahani, but Columbus called it San Salvador. He continued to the next (5) island, which we now call Cuba. Then they went on to the island of Hispaniola (Haiti and the Dominican Republic) on Christmas Day.

Columbus called the people on the island Indians because he thought he was in India. He was (6) wrong. These people were Caribs and Tainos. They became (7) slaves. They had to work very hard, and many died. Then the Europeans brought more slaves from Africa.

Columbus (8) went to the "New World" four times. He thought he (9) found a way to China. But he found little gold. Queen Isabella thought he was a (10) failure.

Columbus Day Listening Cloze
Students' Copy

Intermediate Level

In the 1400's many people wanted the silk and spices from the Orient. They travelled east across Europe and Asia. Most people believed the world was

(1)_____. Christopher Columbus believed the world was round. He believed he could get to China by sailing west. Queen Isabella of Spain helped him to get three (2) _____, *The Nina*, *The Pinta*, and *The Santa Maria*.

Many people believed that Columbus would (3) _____ off the earth. But he found 105 sailors to go with him. They (4)_____ on August 3, 1492. They found an island on October 12 at 2 o'clock in the morning. The name of the island was Guanahani, but Columbus called it San Salvador. He continued to the next (5) _____, which we now call Cuba. Then they went on to the island of Hispaniola (Haiti and the Dominican Republic) on Christmas Day.

Columbus called the people on the island Indians because he thought he was in India. He was (6) _____. These people were Caribs and Tainos. They became (7) _____. They had to work very hard, and many died. Then the Europeans brought more slaves from Africa.

Columbus (8)_____ to the "New World" four times. He thought he (9) _____ a way to China. But he found little gold. Queen Isabella thought he was a (10)_____.

Cooperative "Jigsaw" Reading: Teacher's Guide

Intermediate Level

In "Jigsaw" reading activities, students work cooperatively to piece together the meaning of the story.

- 1) Begin by dividing up a story or dialogue into three or four logical parts that can more or less stand alone.
- 2) Elicit from the class as a whole and write on the blackboard what they already know about the topic of the reading. This will bring out the key vocabulary and concepts. Fill in the details where necessary.
- 3) Explain to the class that they will help each other to understand the story.
- 4) Divide the class into three to four groups. Give each group a different part of the story. Members of each group will read their part, work out the vocabulary and meaning, and practice retelling their part of the story to each other.
- 5) After ten minutes when each of the groups understands their part well, rearrange the groups: each new group should be made up of one member from each of the original groups.
- 6) The task is for each member of the new group to tell his/her part of the story and/or answer questions provided after the reading (see attached) that pertain to their part of the reading. The new group now has all the information it needs to reconstruct the whole story.
- 7) Give out copies of the entire story for students to read as a final activity.

Columbus Day Cooperative "Jigsaw" Reading

Intermediate Level

(Note to Teacher: Divide the class into three groups. Cut up this reading along the lines below to distribute one section to each of the groups. Follow instructions from Teacher's Guide on the previous page.)

In the 1400's many people wanted to go to China and India. They wanted the silk and spices from the Orient. This was a long trip. They had to travel over land. Some Europeans looked for another route. They tried to go around Africa, but it was a long trip too.

Christopher Columbus was born in Genoa, Italy. He had a different idea. Some scientists at this time believed the world was round. Columbus thought that if the world was round, he could get to China by sailing west. He went to Queen Isabella of Spain with his idea. She helped him to get three ships and some money to make the trip. The ships were *The Nina*, *The Pinta*, and *The Santa Maria*.

Many people still believed the world was flat. They believed that if you went out too far in the ocean, you would fall off the earth. They were afraid to go with Columbus on his trip. Finally, he found 105 sailors to go with him on this trip. They left from Palos, Spain on August 3, 1492.

On October 12, at 2:00 o'clock in the morning, a sailor on *The Pinta* saw land. It was an island. They called this island San Salvador. It was a small island. The people who lived there called it Guanahani. Columbus didn't stop there. He kept going. Then he came to the island that we call Cuba.

After Cuba, he went on to the next island. He called it Hispaniola. Today, two countries Haiti and the Dominican Republic are on the island of Hispaniola. On Christmas night, *The Santa Maria* crashed on the island of Hispaniola. They used the pieces of wood from the ship to build a fort. They left 40 men at this fort when they went back to Spain.

Columbus was sure that he was in India when he saw the people on the islands. He called them Indians. They had their own names too. They were the Tainos and the Caribs. During the next century, the Europeans used the Indians to take the precious metals from the mines and to work in the fields. It was very hard work, and most of the Indians died. After the Indians died, the Europeans brought slaves from Africa.

Columbus made four trips to the "New World" before his death in 1506. He didn't find much gold there. Queen Isabella wasn't satisfied. When he died, he still believed he had found a way to China.

**Columbus Day Cooperative Reading
Comprehension Questions**

Intermediate Level

1. What was different about Christopher Columbus' plan?
2. When did a sailor first see land?
3. What did Columbus call the native people he saw?
4. How did Queen Isabella help Columbus?
5. What did Columbus call the first island he came to?
6. What was the native people's name for the first island Columbus saw?
7. How many trips did Columbus make to the "New World"?
8. How did most people go to the Orient before Columbus?
9. What did people fear would happen to Columbus?
10. What were the real names of the people who lived on Hispaniola?
11. What were the names of the three ships on Columbus's first trip?
12. What do we call the countries today on the island Columbus called Hispaniola?
13. Where was Columbus from?
14. What do we call the second island Columbus came to?
15. What happened to the *Santa Maria* on the island of Hispaniola?
16. What did Columbus think was the shape of the world?
17. What happened to most of the Indians on the islands the Europeans found?
18. How did Queen Isabella feel about Columbus after he finished his four trips?

Columbus Day Word Search

Intermediate Level

Notes to teacher:

- 1) This exercise is meant to follow students' doing the Columbus Day reading.
- 2) The word list below is to help beginning level students fill in the blanks. It isn't needed by intermediate or advanced students.
- 3) After finishing the word search game, have students practice the language to describe where they found the words by giving directions. Copy the letters on the word search grid on the board. Have students tell you where to find the words, i.e., *In the first vertical row; in the bottom horizontal row, etc.*

Word List for Beginning Level Students Only

Santa Maria
Atlantic
Isabella
round

crashed
October
Genoa
silk

Indians
Cuba
money
Asia

Answer the following questions and then look for the answers in the puzzle below:

1. Where was Columbus born? _ _ _ _ _
2. People had to travel over _ _ _ _ _ to get from Europe to Asia.
3. People thought the world was flat, but Columbus believed that it was _ _ _ _ _.
4. What was the name of the Queen of Spain? _ _ _ _ _
5. Many people went to India to get this expensive cloth. _ _ _ _ _
6. What did Columbus get from the Queen of Spain? _ _ _ _ _
7. Their names were *The Nina*, *The Pinta*, and *The* _ _ _ _ _.
8. Columbus discovered this island on his first trip in 1492. _ _ _ _ _
9. On Christmas night in 1492, *The Santa Maria* _ _ _ _ _ on the island of Hispaniola, and they made a fort from the pieces of wood that floated to the shore.
10. In what month did Columbus reach land in America? _ _ _ _ _
11. Columbus called the people living on the islands _ _ _ _ _ because he thought he had reached India.
12. Columbus crossed the _ _ _ _ _ Ocean.

Instructions: The answers to the questions on the previous page are in the puzzle. Find them. Put a circle around the word. Example: Who came to America in 1492? The word can be horizontal, vertical or diagonal.

I	S	A	B	E	L	L	A	S	C	F	C	X
C	D	A	C	C	O	L	U	M	B	U	O	C
L	F	S	N	I	S	S	H	I	P	S	B	R
L	A	A	A	T	L	A	N	T	I	C	U	A
U	I	N	T	S	A	N	T	W	C	L	M	S
M	Y	O	D	K	K	M	D	Q	I	S	B	H
B	L	A	C	D	J	O	A	S	T	I	U	E
U	L	F	S	T	G	C	L	R	O	L	S	D
S	R	O	U	N	D	U	P	H	I	K	E	L
L	S	D	N	D	F	B	E	K	G	A	S	T
I	T	A	L	Y	S	A	E	E	L	M	T	U
S	X	L	A	S	D	L	F	R	O	L	A	R
A	E	T	Z	I	N	D	I	A	N	S	L	S

Columbus Day Dialogue Completion Exercise
(Columbus Interviews Sailor)

Intermediate Level

(Note to the teacher: Students may want to do this activity in groups of 3 or 4.)

You are Columbus. You are speaking to a sailor. Please write what you think Columbus would say to the sailor. The first sentence is done for you.

Columbus: Excuse me, are you a sailor?

Sailor: Yes, I'm a sailor. I have been sailing 15 years. Are you a captain?

Columbus: _____

Sailor: Where are you going?

Columbus: _____

Sailor: But that's a long walk! We can't sail. Won't we fall off the earth?

Columbus: _____

Sailor: O.K. I'll go. I have a nine children. I need the money. Will you make me a rich man?

Columbus: _____

"Choose-the-Response" Dialogue Teacher's Guide

Intermediate Level

In this exercise, students work in pairs; each student has half of the same dialogue. For each line of the dialogue, two choices are given. The student chooses the more logical response. Like any activity involving a lot of reading, this is not appropriate for non-literate students.

1. **Elicit and pool.** Ask students what they know about the topic of the dialogue. Do a mind map on the blackboard where you write notes about what the students know about the topic. Explain that the conversation is fictional but is based on some historical facts. It is mainly designed to give students conversation practice.
2. **Model the activity** by doing the sample exercise on the following page together with the class.
3. If it's the first time you are doing a dialogue find exercise with your class **divide the class into two groups.** With two groups you don't need to worry about students looking at each others' sheets and its easier to explain the activity. Cut the sample dialogue into two sheets. Give Sample Sheet A to one group and Sample Sheet B to the other group.
4. **Review the language of clarification** if students need it. Write "Please repeat", "I didn't understand", "Could you please repeat", "What does _____ mean?", etc. on the board.
5. **Ask someone from Group A to begin by reading the first line.** Ask Group B which is the only response that makes sense as an answer to what the group A student said.
6. Ask Group A what response on their paper makes sense as a response to what the group B student said. **Make sure that everyone understands that for each number, only one of the responses is appropriate; the other one doesn't make any sense.**
7. Continue this way until the dialogue is finished. Try to get different students to speak each time. **Encourage students to ask for repetition or clarification** if it looks like they are lost. **If students have questions about vocabulary let them ask each other before you give them clues or tell them.**
8. **Let students modify the dialogue.** Ask students if there are any lines of the dialogue they want to change or paraphrase. Encourage them to come up with additional lines to the dialogue.
9. **Tell the students in Group A and Group B to switch sheets.** Follow steps 5 and 6 again except this time **tell students to circle the correct response** on their sheets.
10. After doing the sample, students should be ready to **do the historical dialogue.** After doing this kind of activity the first few times in groups you can have students do it in pairs.

Sample "Choose-the-Response" Dialogue

Intermediate Level

(Teacher's Note: Cut papers in half along line before distributing)

Group A

1. Hi, how are you?
2. *(listen to your partner)*
3.
 - a. Good. What's your name?
 - b. I come from Mexico.
4. *(listen to your partner)*
5.
 - a. How do you spell your last name?
 - b. I live in Brooklyn.
6. *(listen to your partner)*
7.
 - a. I don't know.
 - b. With 2 "r"s?
8. *(listen to your partner)*

Group B

1. *(listen to your partner)*
2.
 - a. How much is it?
 - b. Fine. And you?
3. *(listen to your partner)*
4.
 - a. My birthday is May 23.
 - b. My name is Pedro Guerro.
5. *(listen to your partner)*
6.
 - a. I'm married.
 - b. G-U-E-R-R-O.
7. *(listen to your partner)*
8.
 - a. That's right.
 - b. (212) 673-1582

Partner A

You are Queen Isabella of Spain. An Italian sailor has asked to speak to you. He has plans for a trip to China. You begin.

1. I can speak to you now Mr. Columbus.
2. (*Listen to your partner.*)
- 3a. What time did you go?
- 3b. What is your plan? How will you go to the Orient?
4. (*Listen to your partner.*)
- 5a. Why do you want to go to the moon?
- 5b. Yes, I have read about this new idea too. Why do you tell me this?
6. (*Listen to your partner.*)
- 7a. But maybe you are wrong. If you don't come back, I will lose everything.
- 7b. Let me ask my husband. I can't even balance my checkbook.
8. (*Listen to your partner.*)
- 9a. O.K. I will give you one little boat.
- 9b. Yes, it is important to carry the word of God to the rest of the world. I will give you three ships.

Columbus Day "Choose-the-Response" Dialogue

Intermediate Level

Partner B

You are Christopher Columbus. You have a meeting with the Queen of Spain. You want her to give you ships and money for a trip to China. She will begin.

1. *(Listen to your partner.)*
- 2a. I don't want to speak to you.
- 2b. Thank you for taking the time to speak to me. I have a good plan. I know a better way to go to India.
3. *(Listen to your partner.)*
- 4a. I have read many books. Many people believe the world is round. If I sail west on the Atlantic Ocean, I will find China and India.
- 4b. Yesterday an apple fell on my head. This gave me an idea. If apples are round, maybe the world is round too.
5. *(Listen to your partner.)*
- 6a. I saw a sign that said, "Queen Isabella" on the mailbox.
- 6b. I need ships and money to prove my idea. If you give me the ships and the money, I will bring you back silk and spices from India.
7. *(Listen to your partner.)*
- 8a. I will put your picture on the sail of the ship.
- 8b. You won't lose your money. It is important for you to help me. You are a Christian. The Chinese don't know anything about our God. My plan is to take the word of God to the Orient.
9. *(Listen to your partner.)*
- 10a. Thank you Your Majesty. You won't be sorry.
- 10b. Thank you Your Majesty. Would you like to buy the Brooklyn Bridge?

What is a One-Question Interview?

In a One-Question Interview each student chooses a question, which will be used to interview classmates. Students conduct the interviews and record their answers. **Because the students choose their question they have an investment in finding out other students' answers.** It's a lot of fun because the class can become the equivalent of a gaggle of reporters doing on-the-street-type interviews.

After the interviews, students can post their page of notes on the wall and/or report back on what they discovered. The one-question interview activity is an alternative to a whole class discussion or a debate. What is crucial is that, unlike debates or whole class discussions where more vocal students dominate, **it gets everyone talking.** Issues may emerge from a one-question interview activity that merit follow-up whole class debate or discussion.

How to Do One-Question Interviews

1. **Explain to students the one-question interview activity.**
2. **Introduce the specific topic of the interview questions** (your arrival in America, your experience with voting, your experience with government, etc.) Ask students what questions they'd like to ask each other about this topic. Write their questions on the board.
3. **Hand out the list of prepared questions.** Tell students to read the questions and circle two or three they would like to ask their classmates. Ask again if students have any questions they want to add. Ask students to write any student-generated questions not on the sheet at the bottom of the list.
4. **Write all the numbers of the questions on the blackboard.** Ask students to tell you **what question they'd like to interview fellow students on.** Hold up pieces of chalk and have students come up and put their initials next to the question they want to ask. You can have one student or more than one student per question. One student per question allows more questions to be put into circulation. One person can usually interview 5-10 people in 20-30 minutes; therefore, if two people have the same question, they will be able to interview different people in a group of 20.
5. **Give students 10 minutes to think about how they will answer the questions when they are interviewed.**
6. **Xerox the accompanying worksheet or ask students to take a blank sheet of paper.** They should write their question at the top of the paper. Below the question there should be two columns: one is optional for the interviewee's name (names are optional since students may want to keep their opinions anonymous); the other column is for their answer.

7. Give students they will have 30 minutes or so to interview and be interviewed. The interviewer should record short notes on each student's answer. Tell them to write clearly, because students will later read their notes, and they will need to report on what they learned. You may want to space the interviewing out over a couple classes so that each student will have an opportunity to interview as many people as possible.
8. **Model the activity.** Ask for two student volunteers. Ask the volunteers which questions they chose, and write them at the top of two big boxes you draw on the board. Let the students ask each other their questions and ask them to put the name of the student they interview (if the student approves), and short notes on the answers in their respective blackboard boxes.
9. **Ask everyone to stand.** This is very important because if everyone is standing they are more mobile and will tend to ask their question to more people. It also creates a more informal and natural conversational atmosphere than students sitting at desks.
10. **Give students 30 to 45 minutes to mill and interview.** As mentioned before, it often works better to space the interviewing over a couple of classes.
11. When students are finished **tape their notes to the walls.** Arrange them so there is lots of space between them. Students walk around and look at the comments on the sheets.
12. Let students browse for a while (10-15 minutes). Tell students they are going to talk about what surprised them about their answers or to summarize what they learned. Write on the board phrases like "The main thing I learned was ...", "One interesting answer was ...", "Most people said that..." Stress that the confidentiality of students' answers should be respected.
13. **Put people in small groups to report on their answers.** Lively discussions will probably ensue. The reporting and discussion process may take portions of a couple class periods.

Students' One-Question Interview Response Sheet

My Question:

Name and Country	Notes on Answer

Columbus Day One-Question Interview Questions

Intermediate Level

1. When did you arrive in the U.S.?
 2. Who did you come with to the U.S.?
 3. Why did you come to the U.S.?
 4. What state did you come to first? What city?
 5. How did you come to the U.S.? (form of transportation)
 6. What's one thing you remember from your trip and your first week in the U.S.?
 7. Was your first day in the U.S. good or bad? Why?
 8. Do you want to move to a different place in the U.S.? Where?
 9. What don't you like about New York City? What's one thing you do like?
 10. What's your favorite place in NYC? In the U.S. outside of New York City?
 11. Where did you meet your first new friend in the U.S.? Do you have good friends who don't speak your native language?
 13. What's one big difference between your culture and U.S. culture?
 14. Do you plan to move back to your country to live one day? What's one thing you miss most about your country?
 15. What's one thing you didn't know about the U.S. when you arrived that you wish you knew?
 16. What advice would you offer to someone from your country who will live in N.Y.?
 17. What advice would you offer to someone who wants to learn English?
 18. In general, are you happy or unhappy with your life in this country? If you could change one thing about your situation in the U.S. what would it be?
 19. What's the biggest change in your life since you first arrived in the U.S.?
-
-
-

Columbus' Journey & Yours: A Comparison

Intermediate Level

Instructions: Think about these questions and write your answers in the first column. Then imagine you are Christopher Columbus and answer the questions as he would answer them. Write his answers in the second column.

	Your answers	Columbus' answers
1. What were some reasons for leaving your country?		
2. How did you get ready for the trip?		
3. What kind of place was the new country?		
4. What kind of people did you find in the new country?		
5. In what ways was the new culture different from your culture?		
6. Was the new country what you thought it would be? Did you find what you were looking for?		

What is a peer test? In this activity the students each choose a question to ask their peers. They circulate around the room asking the question and telling the correct answer, if necessary.

Procedure for Peer Testing

1. Hand out copies of the peer test questions to the students. Ask them to read the questions silently.
2. Put students in pairs and ask them to take turns asking all the questions and discussing the answers. Do an example: one student asks number 1 to his partner; she answers and they discuss the answer; she asks number 2 and he answers, etc.
3. Ask students to each choose one of the questions they would like to ask their classmates. If students want to make up a different question related to the unit they can do this also.
4. Write just the numbers of the questions on the board. Ask students to tell you which questions they want to ask. As the questions are chosen, circle the questions and write the name of the questioner. Depending on the size of your class, you can have one or two students per question. If students make new questions, ask students to write them at the bottom of their question sheets.
5. Tell students that you have the answers and that if they are unsure about the answer to their question that they should ask you.
6. Hand out copies of the attached "Students' Peer Test Response Sheet". Tell students to write their question and answer at the top.
7. Tell students that they should ask their question of at least ten people. If the person gives the wrong answer, they should find out the correct answer from classmates and try again. Then the student asking the question can write the student's name and country on their response sheet. Filling in the response sheet gives students practice asking and answering information questions and helps them keep track of who they have asked.
8. Model the activity. Ask for two volunteers to come to the front of the room and ask their questions and write in their names and countries. Encourage students to ask for spelling of their classmates' names.
9. Ask all students to stand up, circulate, and ask their questions. Insisting that all students get on their feet and talk will help re-invigorate students even after spending a long day at work.
10. After 15 minutes, ask students how many students they have talked to. Give them five more minutes and then ask the class which question seemed difficult and easy.

My Test Question:**The Answer:****Who did you ask?**

Name	Country
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

This quiz is designed so that students can test each other in an interview-like format.

1. Where was Christopher Columbus born?
2. What kind of work did Columbus do?
3. Where did Columbus want to travel?
4. What did people think of his idea?
5. Why did Columbus go to Spain?
6. What did Queen Isabella do for Columbus?
7. Why did Columbus sail west from Spain?
8. What were the names of Columbus' three ships?
9. When did Columbus discover land?
10. Why did he call the people Indians?
11. When do people in America celebrate Columbus Day?

1. Italy
2. Mapmaker and sailor
3. Asia
4. They thought he was crazy.
5. He wanted to ask for help from Queen Isabella.
6. She gave him some ships.
7. Because he believed the world was round.
8. The Nina, the Pinta and the Santa Maria.
9. October 12, 1492
10. He believed he was in India.
11. October 12

Taxonomy of Books that can be used for Columbus Day

Title	Page	Content	Level
<i>Look at the U.S. (Literacy Level)</i> Contemporary Press	14-15	Columbus Day	Literacy
<i>Look at the U.S. (Books 1 & 2)</i> Contemporary Press	7-10	Columbus and the New World	Beginner & Intermediate Intermediate
<i>America: The Early Years</i> Addison-Wesley Publishing Co.	32-33	Columbus' First Voyage to the New World	All Levels
<i>Looking at American Holidays</i> National Textbook Company	28-29	Columbus Day	Intermediate
<i>Content Area ESL: Social Studies</i> Linmore Publishing Company	17	Columbus: the Explorer	Intermediate
<i>Highlights of American History (Book 1)</i> Janus Book Publishers	7-10	The Story of Columbus	Intermediate Advanced
<i>America's Story (Book 1)</i> Steck Vaughn Company	7-11	Columbus and the New World	Advanced
<i>United States History (1600-1987)</i> Janus Book Publishers	3	Columbus and the Discovery of America	Advanced
<i>Steps to U.S. Citizenship</i> Steck-Vaughn Company	26-27	Early Explorations	
<i>The United States (Part 1)</i> Janus Book Publishers	9-10	Columbus reaches America	

Credits for Columbus Day Packet

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Other Contributors:

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- Picture Story Text
- Word Search
- Columbus' Journey and Yours: A Comparison
- Columbus Day Quiz
- Taxonomy of Books

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- Columbus Day Strip Story Text

**Martin Luther King, Jr. Day
Resource Packet**

**A Guide to Teaching ESL
in Amnesty Preparation Classes**

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**New York City
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Overview

I. Introduction

Over the next several years, over 100,000 residents of New York City will enroll in specially-focused ESL classes as part of their amnesty requirements. For many previously illegal aliens, these classes form a bridge into the adult education system and the community. Students enrolled in these classes will learn basic English language skills in the contexts of U.S. citizenship and history. These contexts serve to ground the students in their new culture and provide a framework for the acquisition and practice of language.

The purpose of this guide is to help teachers provide instruction that effectively integrates the development of basic language skills and content area knowledge. It contains a curriculum of content area objectives, resource packets corresponding to the objectives, teaching strategies and a bibliography.

II. Curriculum and Resource Packets

A. Curriculum

The curriculum is a listing of objectives in 12 broad areas. Ten areas correspond to the major U.S. holidays: Labor Day, Columbus Day, Election Day, Veterans' Day, Thanksgiving, Martin Luther King's Birthday, Presidents' Week, Memorial Day, Flag Day and Fourth of July. Some of the objectives appear more than once to allow for recycling and review.¹

Objectives in 2 additional areas, Coming to the U.S.A. and The Constitution, are not tied to a particular holiday and can be used to supplement instruction at any time.

Each of the objectives is designed to be within reach of students at all levels of ESL proficiency. Students will develop their oral language skills as they engage in activities designed to teach the content areas. Activities for beginning students should be simple enough to accommodate their limited vocabulary and fluency. More advanced students will work on the same objectives but in greater depth, using activities that require more fluency. The number of objectives addressed in a given course will vary with the level of English language proficiency and the level of literacy of the students. The objectives covered will vary depending on the time of year covered by the 60 hours of instruction.

The curriculum is intended to provide limited English-speaking students with the basic history and civics they will need as they take the first steps toward citizenship. Students whose language skills are advanced enough to prepare for the Permanent Resident Status Interview Examination or the Naturalization Interview will also find this curriculum helpful.

B. Resource Packets

¹The objectives were adapted from several sources including the Immigration and Naturalization Service, the CASAS IRCA Project and the New York State Education Department IRCA Curriculum.

Teaching resource packets have been developed for each of the 12 broad areas of the curriculum. The packets are designed to provide communicative activities that will develop students' language proficiency and lead them to mastery of the content objectives.

The packets contain the specific objectives for a particular area and instructional materials such as readings, pictures, maps, and sample lessons for use with students at various levels of language proficiency. Each packet also includes a quiz that students may use to check their understanding.

III. How to Use the Packets

The instructional packets were designed to stand alone; nevertheless, *A Guide to Teaching ESL in Amnesty Preparation Classes* is included as part of this series. It contains an overview of instructional issues and strategies relevant to the Amnesty preparation classes.

Picture Story Teacher's Guide

All Levels

What is a picture story? A picture story is a series of pictures that make a story. Different stories can be made by changing the order of the pictures. All levels of students can practice vocabulary, speaking and listening skills by using the pictures. More advanced students can write the story and/or practice reading it.

Procedure for Using a Picture Story

1. If this is your first activity from this packet elicit what students know about the subject of the picture story using a mind map.
2. Use the large illustrations included in the packet. Tape the pictures to the blackboard. Ask students to come up and stand around the pictures.

3. Elicit from the students the vocabulary they know about the pictures. Write the words and draw lines to the appropriate objects in the picture.



4. Tell students that they are going to put the pictures in order to make a story. **Model putting pictures in order to make a story** by making rough stick-figure sketches of the following in three boxes on the board: someone sleeping on a bed, someone under a shower, and someone at a table eating. Ask students to put the pictures in order to show a morning routine. Then, ask students to put the pictures in order to show a night-time routine.

These pictures have at least two sequences. For someone getting up, the sequence is: sleeping, and then showering and eating. For someone going to bed it could be: eating, showering, and then sleeping. Stress that more than one order is always possible for picture stories.

5. Make groups of four to five students. Make enough copies of the big pictures (in this packet) so that each group can have a set of pictures. Ask students to **arrange the pictures on a table or on the floor to make a story**. Tell them that more than one story is possible. Intermediate students could also write sentences on cards for each picture or have a secretary write the story.
6. Ask the groups to stand up and look at the other groups' arrangements of the pictures, and look for differences. Or have students in each group stand up, each holding one picture, in the order of their story. More intermediate students can also tell their story to the class.
7. Hand out copies of the Picture Story Grid (included in the packet). Ask students if this arrangement is different or the same as their story. Stress that there are many possible arrangements of the pictures, and that they are all correct.
8. Summarize the story by reading the "Picture Story Description Cards" in this

Martin Luther King, Jr. Day, Page 1

packet. Read the text at least two or three times, pointing to the corresponding pictures as you read the sentences. Then, ask students to point to the pictures as you read the sentences.

9. **Read sentences from the story out of sequence**, and have students indicate to you which picture the sentence refers to. They can do this by holding up the appropriate picture from their grid or large set of pictures. Alternately, students can go to the board and point to the large picture that is being described.
10. **Total Physical Response Activity.** Read each description again. Mime the action that is used in the description. For example, if you read, "Aldo and Elena fill out a voter registration form," pretend you are writing in the air with your hand. After you mime an action for each picture, read each of the sentences several times, with the class demonstrating the mime that goes with the picture, until you think they are comfortable with the picture/mime association. (*See Total Physical Response Teacher's Guide in this Packet.*)
11. **Turn control over to the students.** Play a Concentration Game using the cards included in the packet. See **Concentration Game Teacher's Guide** and the Picture Story Concentration Cards (for all levels) or the Picture Story Description cards (for intermediate students) in this packet.
12. **Activities for intermediate-level students:** Intermediate students can write their own version of the story. They could also listen to sentences from the story and do a dictation.

Martin Luther King Picture Story

Total Physical Response

All Levels

Total Physical Response Activities give learners the opportunity to hear and practice the language associated with the pictures in the packet. Students associate the language with a physical activity similar to the way in which we learned our first language; *Look at the dolly, Drink your milk, etc.*

After the vocabulary of the pictures has been introduced, read the description cards. As you read them, mime the action that is used in the description.

The following actions might be used to mime the Amendments pictures in this packet:

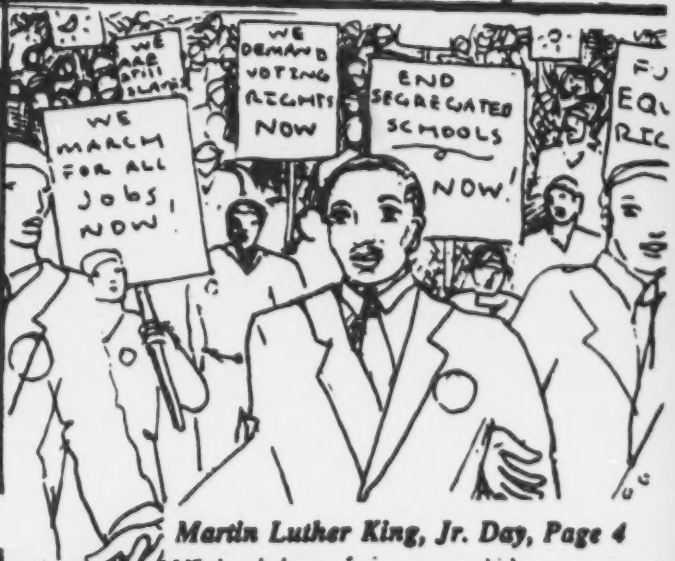
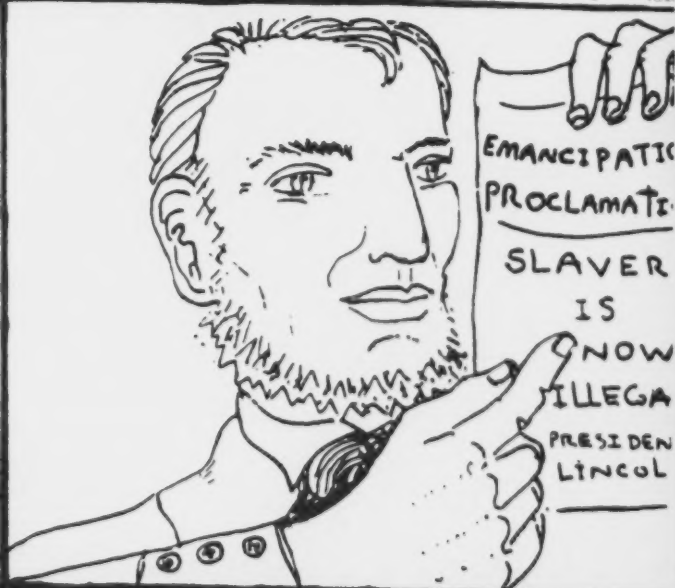
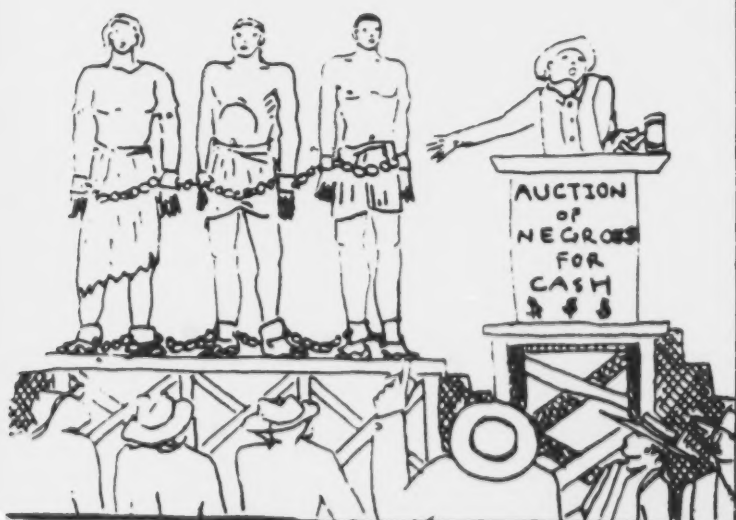
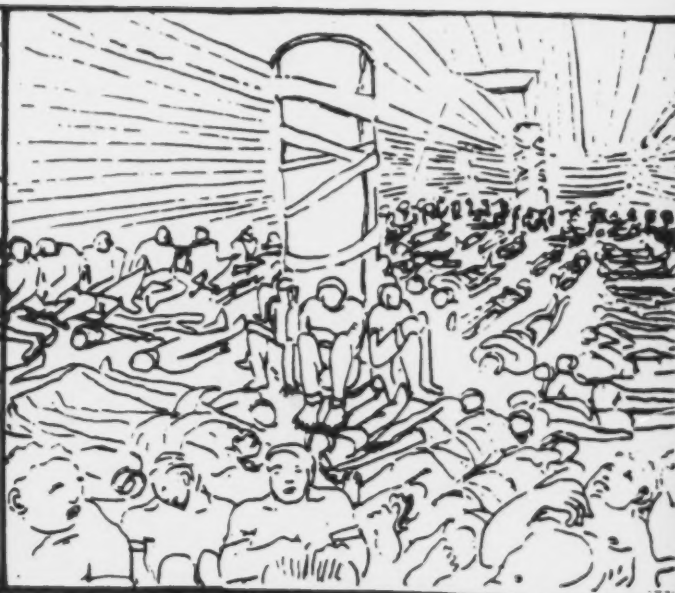
1. Mime having your hands chained.
2. Mime being crowded.
3. Wave a dollar or other bill.
4. Mime breaking the chains on your hands.
5. Gesture with a thumb to go to the back of the bus.
6. Mime marching in a protest or holding a protest sign.

Mime an action for each picture as you read sentences in sequence. Students can help you come up with a mime.

Ask the whole class of students to join you in miming the actions as you read and mime the descriptions in the same sequence until you think they are comfortable with the picture/mime association.

Then quit miming and only read the descriptions out of sequence. Let the whole class of students mime the actions associated with your descriptions.

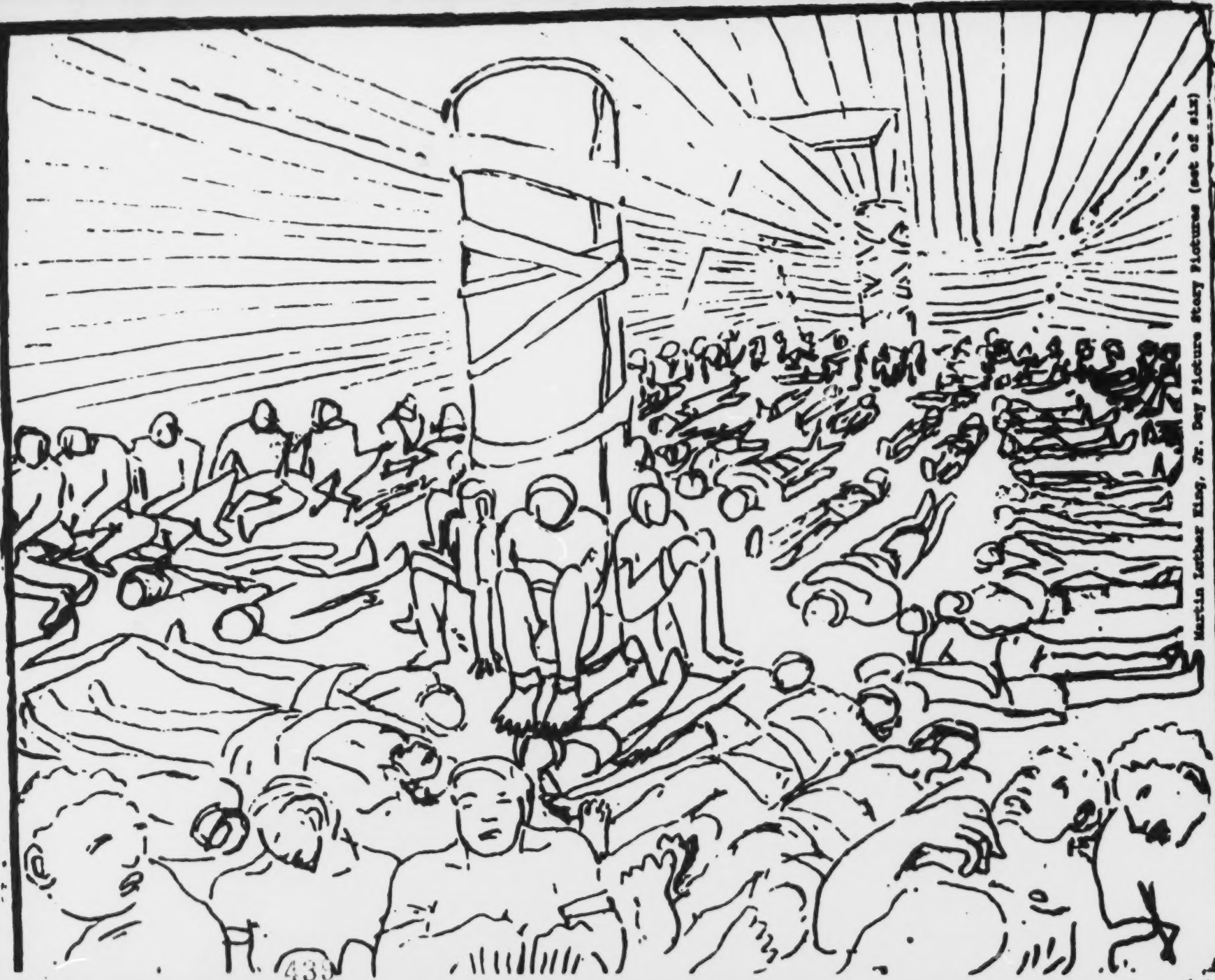
Finally, you may ask individual volunteers to mime the actions as you read the descriptions, or to read the descriptions for the whole class to mime.



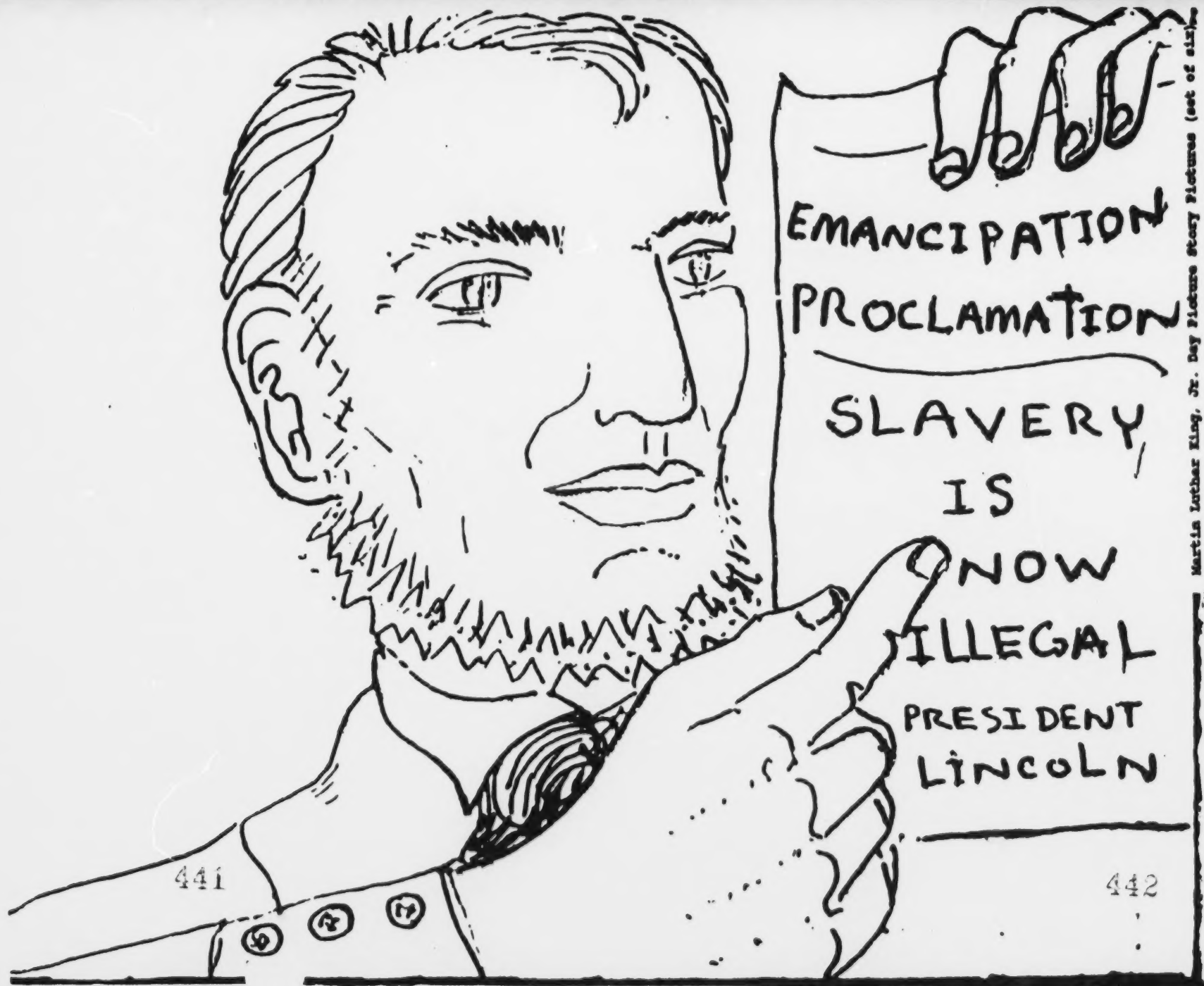
Martin Luther King, Jr. Day, Page 4



Martin Luther King, Jr. Day Picture Story Pictures (set of six)



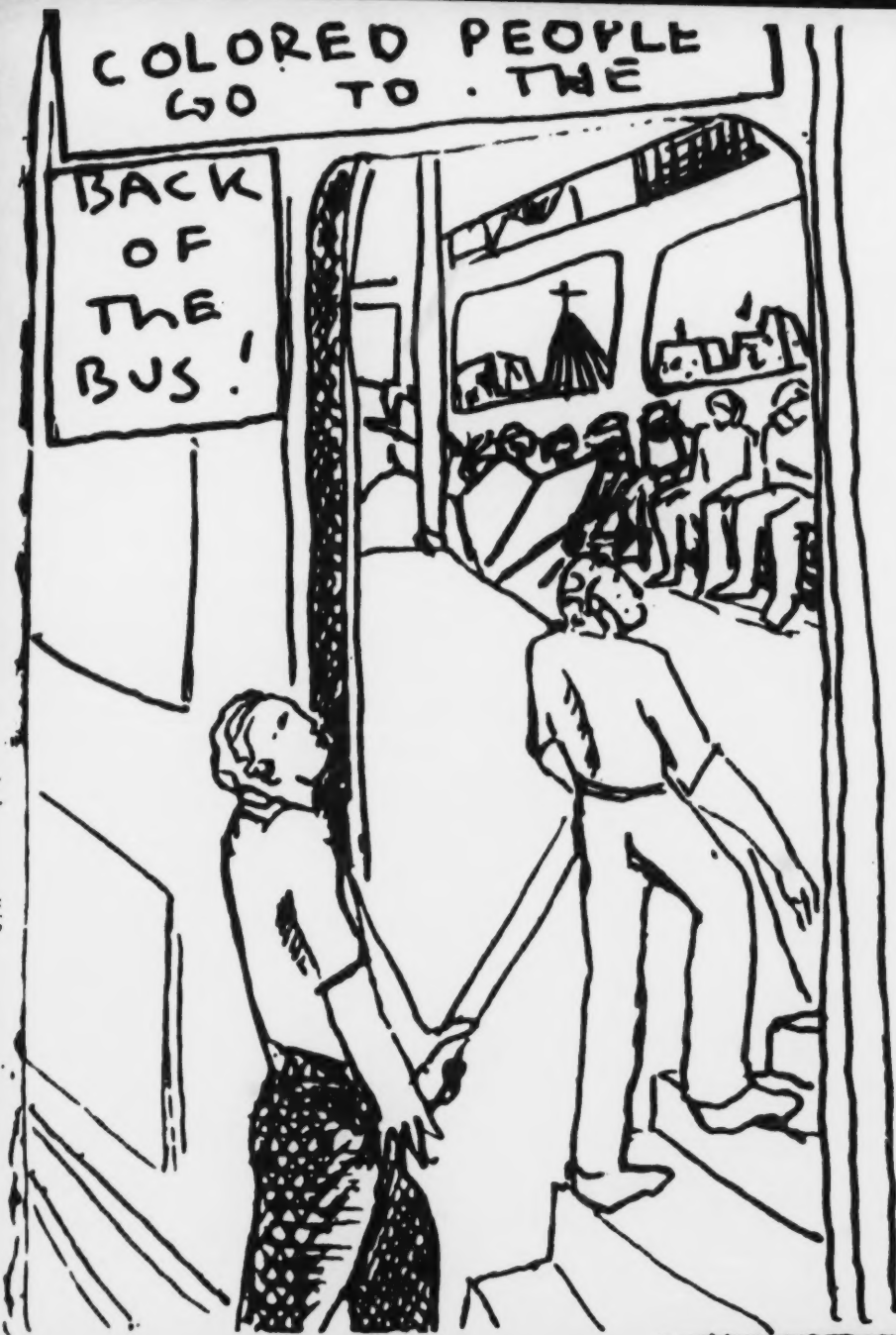
Martin Luther King, Jr. Day Picture Story Pictures (set of six)

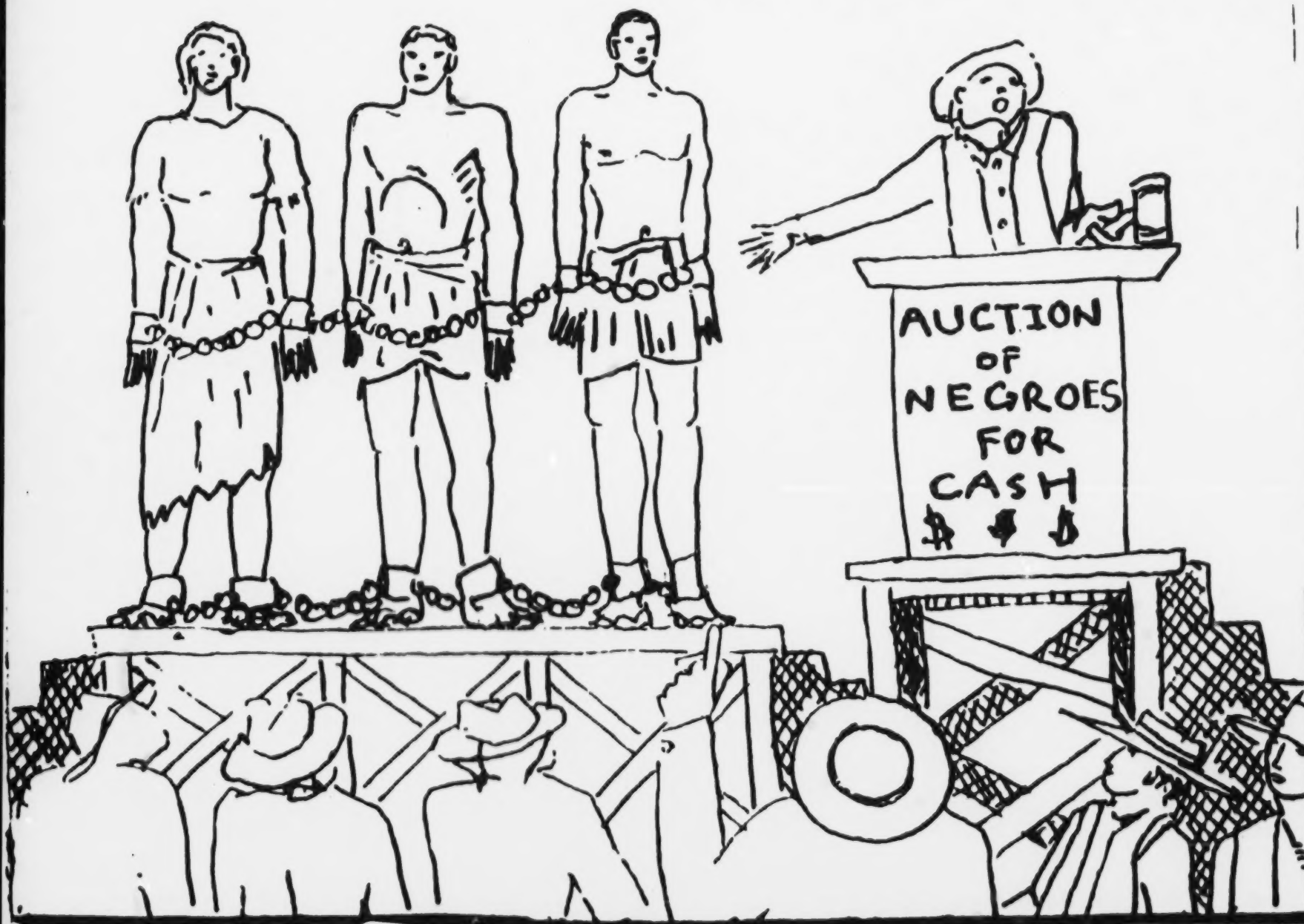


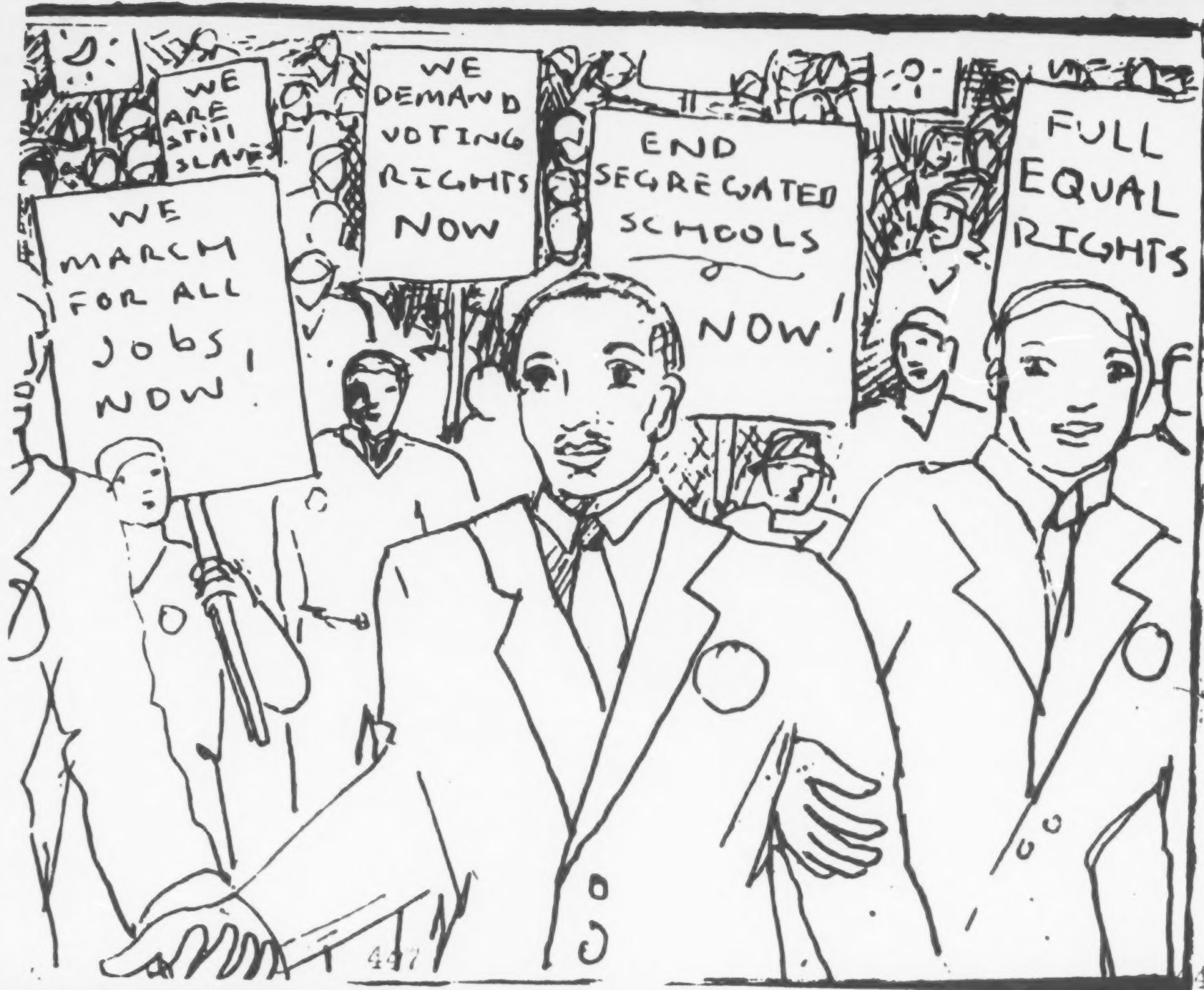
441

442

Martin Luther King, Jr. Day Picture Story Pictures (set of six)







Martin Luther King, Jr. Day Picture Story Pictures (set of six)

**Slave traders
captured Africans.
This began in the
1600's.**

**The slave traders
crowded the
Africans into ships.
Many Africans
became sick and
died on the ships.**

**The Africans were
sold at auctions.
Many slaves
worked on Southern
plantations.**

**In 1862, President
Lincoln's
Emancipation
Proclamation freed
most slaves. All
slaves were freed in
1865.**

**But people
discriminated
against blacks. For
example, they often
had to sit at the
back of the bus.**

**Martin Luther
King, Jr. led civil
rights protests.
Today, blacks
continue to push for
freedom.**

Concentration Game Teacher's Guide

All Levels

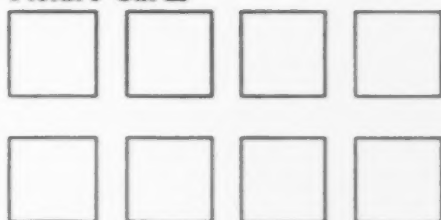
What is "Concentration"?

This is similar to the TV show *Concentration*. Students try to remember the position of cards with matching information. It can be played to help students learn words that go with pictures (especially good for literacy students), questions that go with answers, two halves of a sentence, or just about any information that can be put on two cards that make a match.

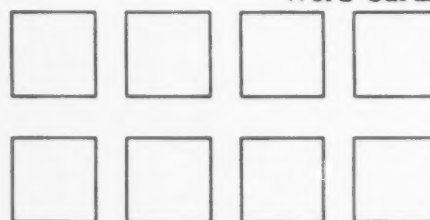
Procedure:

1. Invest in ten cheap childrens scissors from a dime store that your students can use. It's an investment that will pay for itself many times over by saving you the preparation time needed to prepare the card activities in this and other packets. Your students can use the scissors along with some glue or staplers to cut up the card pages in this packet. Also have paper clips and rubber bands handy to keep the sets of cards together.
2. The matching pictures and/or words from the grid in this packet need to be cut out. They also need to be mounted (stapling is fastest) to a card or square of paper so that when they're turned over the print doesn't show through the paper. Different student groups can cut and mount the cards. After they've done it once or twice it won't take them long. Besides saving you time it serves to help them become familiar with the cards. It's good to make two or three sets of cards so later small groups of the students can play the game simultaneously.
2. Once cards are prepared model the Concentration Game activity with the whole class. The first time you play the game it's good to do it with the whole class. Ask students to stand in a circle around a table or part of the floor where you are going to lay down the cards.
3. Take five to ten of the pictures, for example, and lay them face down in random order on the table or the floor of your classroom. Next to the pictures, make a separate group of cards with words that match the pictures. See below:

Picture Cards



Word Cards



4. Ask for a volunteer to choose one card from each group of cards, and turn them over

Martin Luther King, Jr. Day, Page 6

so that the other students can see the information on the card. If the student is lucky these cards will match and the student can pick them up and turn over two more cards looking for a match. (see diagram on next page)



5. If the cards don't match, the student should turn them over and leave them where they lay. You can help the students to remember the position of the cards by pointing to each card and asking the group if they remember what's on it. Do this until students understand the importance of remembering the positions of the cards.
6. Moving clockwise around the circle of students, the next student should turn over two more cards.
7. Follow the procedure outlined in steps 4 and 5 until all the cards have been picked up. The student who has made the most matches is the winner.
8. Once the class has done the game together you can break them into groups to play the game in smaller groups with the other sets of cards.

**Slave traders
captured
Africans.**

**The Africans
crowded into
ships.**

**Africans were
sold as slaves.**

**President
Lincoln freed
most slaves.**

**Blacks and
whites were
not equal.
Blacks sat at
the back of
the bus.**

**Martin
Luther King
helped Blacks
get rights.**

Martin Luther King Picture Story Listening Cloze Teacher's Guide and Answers

Intermediate Level

This activity is based on language from the picture story description cards in this packet. Do it after practicing the language in the picture story. See the **Picture Story Teacher's Guide**. If you do not do the activities associated with the picture story, do a mindmap (or any brainstorming activity) to elicit what students know about the topic of the cloze. Use pictures or flashcards from the packet to help review concepts or vocabulary coming up in the listening cloze.

1. Ask students to listen as you read this passage aloud to the class two times.
 2. Hand out the student's copy. (To make the exercise easier, write the words that have been deleted in random order on the blackboard.)
 3. Instruct students to fill in any words they remember from listening. If they don't remember the exact word they can try to put in a word that makes sense from the context.
 4. Read the passage again once or twice, as students fill in what they hear.
 5. Have individual students write the correct answers on the board.
-

Slave traders captured 1) Africans. This 2) began in the 1600's. The slave traders 3) crowded the Africans into ships. Many Africans became 4) sick and 5) died on the ships.

The Africans were 6) sold at auctions. Many 7) slaves worked on southern 8) plantations. In 1862, 9) President Lincoln's Emancipation Proclamation freed most slaves. All slaves were freed in 10) 1865.

But people discriminated against 11) Blacks. For example, they often had to 12) sit at the 13) back of the bus. Martin Luther King, Jr. led civil 14) rights protests. Today, Blacks continue to push for 15) freedom.

Martin Luther King Picture Story
Students' Listening Cloze

Intermediate Level

Slave traders captured 1) . This 2) in the
1600's. The slave traders 3) the Africans into ships. Many Africans
became sick and 5) on the ships.

The Africans were 6) at auctions. Many 7)
worked on southern 8) . In 1862, 9)
Lincoln's Emancipation Proclamation freed most slaves. All slaves were freed in
10) .

But people discriminated against 11) . For example, they often
had to 12) at the 13) of the bus. Martin
Luther King, Jr. led civil 14) protests. Today, Blacks continue to
push for 15) .

Cooperative "Jigsaw" Reading: Teacher's Guide

Intermediate Level

In "Jigsaw" reading activities, students work cooperatively to piece together the meaning of the story.

- 1) Begin by dividing up a story or dialogue into three or four logical parts that can more or less stand alone.
- 2) Elicit from the class as a whole and write on the blackboard what they already know about the topic of the reading. This will bring out the key vocabulary and concepts. Fill in the details where necessary.
- 3) Explain to the class that they will help each other to understand the story.
- 4) Divide the class into three to four groups. Give each group a different part of the story. Members of each group will read their part, work out the vocabulary and meaning, and practice retelling their part of the story to each other.
- 5) After ten minutes when each of the groups understands their part well, rearrange the groups: each new group should be made up of one member from each of the original groups.
- 6) The task is for each member of the new group to tell his/her part of the story and/or answer questions provided after the reading (see attached) that pertain to their part of the reading. The new group now has all the information it needs to reconstruct the whole story.
- 7) Give out copies of the entire story for students to read as a final activity.

Martin Luther King Cooperative Jigsaw Reading

Intermediate Level

(Note to teachers: Please cut up the reading along the lines below. Distribute each part to a different group.)

Martin Luther King, Jr. grew up in Atlanta, Georgia in the 1930's. At that time, there were many laws to separate black people and white people in the South. Black people could only sit in a special section in the back of public buses. This is called segregation. If the white section was full, blacks would have to give up their seats to white people.

In the South, railroad stations had black waiting rooms and white waiting rooms, black restrooms and white restrooms, even black water fountains and white water fountains. Some movie houses didn't permit any black people to come in. Some movie houses allowed some black people to come in through a special side door, but they had to sit in a special section, usually in the last rows of the top balcony. Public swimming pools and parks were for whites only. Restaurants --unless they were in the black section of town-- did not serve blacks at all. These segregation laws were called Jim Crow laws.

While King was in college, he heard about Mahatma Gandhi. Gandhi was a leader from India who helped his country get freedom from the British. He didn't believe in violence. Here is an example of how nonviolent protest worked: the trains brought weapons to the British. Gandhi and his people lay down on the train tracks to stop the trains. Martin Luther King, Jr. wanted to try this kind of protest in the United States.

When King graduated from college in 1954, he became minister of a church in Montgomery, Alabama. Here people were victims of violence by white people. But white people were not punished for their crimes.

King became one of the leaders of black people who wanted to make changes in the South. In 1954, the Supreme Court said that schools had to be open to blacks and whites. But in the South, schools were still segregated. King wanted to change things. He believed blacks could change things by voting. But first they had to register to vote.

In 1961, groups of young black and white civil rights activists took buses to many Southern bus terminals to observe their Jim Crow laws. These young people were called Freedom Riders. On May 14, 1961, a bus carrying Freedom Riders was burned. Another bus was met by a group of the Ku Klux Klan. They beat the Freedom Riders with metal pipes, chains and bats. The local police watched for 15 minutes before they did anything.

Americans sitting in their living rooms could see the violence of the Southern whites on television news programs. They saw the violence of the Birmingham police when they attacked peaceful protesters, including women and children, with dogs and water hoses.

In April of 1968, King went to Memphis, Tennessee to support a strike by sanitation workers. He was standing on the balcony of a motel talking to his companions. He was killed by an assassin's bullet. The assassin was James Earl Ray, an escaped convict. On the third Monday of each January we now honor Martin Luther King's birthday and his ideas on nonviolent protest.

Martin Luther King, Jr. Day, Page 12

Martin Luther King Jigsaw Reading Questions

Intermediate Level

1. Where did Martin Luther King grow up?
2. How did television help to change people's attitudes about the situation of black people?
3. What did they call the young people who took buses to the Southern cities?
4. Where could black people sit on buses in the South?
5. What did Martin Luther King, Jr. learn from Gandhi?
6. When do we honor Martin Luther King, Jr.?
7. Give an example of segregation in the South.
8. What country was Mahatma Gandhi from?
9. How did the Birmingham police treat women and children protesters?
10. How did Martin Luther King, Jr. die?
11. What were the segregation laws called?
12. Why do we honor Martin Luther King?

Martin Luther King, Jr. Day, Page 13

Strip Story Teacher's Guide

Intermediate Level

What are strip stories? In strip stories, each student in a group of 4 or 5 has one or two strips of paper with one line of story (more advanced students can have two strips). Students are asked to memorize their strips and to work together to reassemble the story in logical sequence. More beginning students or nonliterate students can share a sentence with a more advanced student.

Procedure:

1. Hand out the sentence strips. Give the more difficult or longer sentences to more advanced students.
2. When each student has a strip with a sentence, ask them to memorize that sentence, but not to write anything. Tell students they don't have to memorize every word; the facts are more important to memorize than the grammar.
3. Offer pronunciation or vocabulary help to those students who want it; write words they ask about on the blackboard.
4. Ask all students to help define the vocabulary on the blackboard.
5. After the students know their sentences, collect the strips.
6. Explain that each student knows a part of the story. Students will share their information to put the story back together. Tell students that if they can't remember their part of the story they can come to you and look at the strip again.
7. The first time you do this kind of activity, expect some confusion, but give the group time to figure out strategies for solving the problem. Instead of trying to clear up confusion, encourage students to repeat their sentence. If students can't understand a student's pronunciation of one or more words, tell them that they don't have to understand every word. One or two students will eventually take over as leaders. Resist as much as you can the impulse to intervene.
8. **Whole group activity.** Have students come together as a whole group. They will dictate to you or to another student the story in correct sequence. Write the sentences on the board *exactly as they are dictated*. Look at the final product. Ask students if they want to change or correct anything.
9. Give students their original strips. Ask them to compare the strips with the sentences on the board. Let them make any final corrections.

(For a more complete description of the activity and additional strip stories, see *Talk-a-Tivities*, Richard Yorkey. 1985; Addison-Wesley Publishing Company. Reading, Mass.)

Rosa Parks Strip Story

Intermediate Level

(Note to Teachers: Cut the story up along the lines below. See the "Strip Story Teacher's Guide" for instructions on how to do a strip story.)

Rosa Parks was tired. She was going home from her job in a department store in Montgomery, Alabama in 1955.

Rosa paid her bus fare and sat down in the black section.

A white man got on the bus. The bus was full. By law Rosa had to give the white man her seat. She refused. The police arrested her.

About 70% of the bus riders in the city were black. After Rosa Park's arrest, they wanted to protest the law.

Most black people in Montgomery protested by not riding the buses for one year. Later, the Supreme Court said the law was wrong.

One-Question Interviews Teacher's Guide

All Levels

What is a One-Question Interview?

In a One-Question Interview each student chooses a question, which will be used to interview classmates. Students conduct the interviews and record their answers. **Because the students choose their question they have an investment in finding out other students' answers.** It's a lot of fun because the class can become the equivalent of a gaggle of reporters doing on-the-street-type interviews.

After the interviews, students can post their page of notes on the wall and/or report back on what they discovered. The one-question interview activity is an alternative to a whole class discussion or a debate. What is crucial is that, unlike debates or whole class discussions where more vocal students dominate, **it gets everyone talking.** Issues may emerge from a one-question interview activity that merit follow-up whole class debate or discussion.

How to Do One-Question Interviews

1. **Explain to students the one-question interview activity.**
2. **Introduce the specific topic of the interview questions** (your arrival in America, your experience with voting, your experience with government, etc.) Ask students what questions they'd like to ask each other about this topic. Write their questions on the board.
3. **Hand out the list of prepared questions.** Tell students to read the questions and circle two or three they would like to ask their classmates. Ask again if students have any questions they want to add. Ask students to write any student-generated questions not on the sheet at the bottom of the list.
4. **Write all the numbers of the questions on the blackboard. Ask students to tell you what question they'd like to interview fellow students on.** Hold up pieces of chalk and have students come up and put their initials next to the question they want to ask. You can have one student or more than one student per question. One student per question allows more questions to be put into circulation. One person can usually interview 5-10 people in 20-30 minutes; therefore, if two people have the same question, they will be able to interview different people in a group of 20.
5. **Give students 10 minutes to think about how they will answer the questions when they are interviewed.**
6. **Xerox the accompanying worksheet or ask students to take a blank sheet of paper.** They should write their question at the top of the paper. Below the question there should be two columns: one is optional for the interviewee's name (**names are optional since students may want to keep their opinions anonymous**); the other column is for their answer.

Martin Luther King, Jr. Day, Page 16

7. Give students they will have 30 minutes or so to interview and be interviewed. The interviewer should record short notes on each student's answer. Tell them to write clearly, because students will later read their notes, and they will need to report on what they learned. You may want to space the interviewing out over a couple classes so that each student will have an opportunity to interview as many people as possible.
8. **Model the activity.** Ask for two student volunteers. Ask the volunteers which questions they chose, and write them at the top of two big boxes you draw on the board. Let the students ask each other their questions and ask them to put the name of the student they interview (if the student approves), and short notes on the answers in their respective blackboard boxes.
9. **Ask everyone to stand.** This is very important because if everyone is standing they are more mobile and will tend to ask their question to more people. It also creates a more informal and natural conversational atmosphere than students sitting at desks.
10. **Give students 30 to 45 minutes to mill and interview.** As mentioned before, it often works better to space the interviewing over a couple of classes.
11. When students are finished **tape their notes to the walls.** Arrange them so there is lots of space between them. Students walk around and look at the comments on the sheets.
12. Let students browse for a while (10-15 minutes). Tell students they are going to talk about what surprised them about their answers or to summarize what they learned. Write on the board phrases like "The main thing I learned was ...", "One interesting answer was ...", "Most people said that..." Stress that the confidentiality of students' answers should be respected.
13. **Put people in small groups to report on their answers.** Lively discussions will probably ensue. The reporting and discussion process may take portions of a couple class periods.

Students' One-Question Interview Notes

Name: _____

My Question: _____

Name and Country

Notes on Answer

Language Rights One-Question Interview

Intermediate Level

(Note to Teachers: On Martin Luther King's birthday we celebrate human rights. This one-question interview focuses on language as a human right.)

1. Do you agree or disagree with education for children in their native language and English?
2. Do you agree or disagree with bilingual ballots for voting?
3. Do you agree or disagree with an amendment making English the official language of the United States?
4. So you agree or disagree with immigrant parents speaking English with their children? If you agree, how much?
5. Do you think it's good or bad for the U.S. if the people speak English and another language?
6. What suggestions do you have for improving the situation of immigrants from your country in the U.S.?
7. Name one person living in the U.S. who comes from your country who helps the situation of your people here.
8. Have you ever felt discriminated against because of language, race, or sex?
9. Pretend you are a parent if you are not one. Would you or would you not put your child in a bilingual school?
10. Do you want to speak your language more, less, or the same outside of class?
11. Do you want to speak English more, less, or the same outside of class?
12. Do you agree or disagree with using your native language in class?

(Students can write their questions below.)

Credits for Martin Luther King, Jr. Day Packet

Editing, Writing, and Production

Dan Rabideau
Jim Roth

Original Artwork for Martin Luther King, Jr. Picture Story

Richard A. Wilson

Thanksgiving Day Resource Packet

**A Guide to Teaching ESL
in Amnesty Preparation Classes**

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**New York City
1989**

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Overview

I. Introduction

Over the next several years, over 100,000 residents of New York City will enroll in specially-focused ESL classes as part of their amnesty requirements. For many previously illegal aliens, these classes form a bridge into the adult education system and the community. Students enrolled in these classes will learn basic English language skills in the contexts of U.S. citizenship and history. These contexts serve to ground the students in their new culture and provide a framework for the acquisition and practice of language.

The purpose of this guide is to help teachers provide instruction that effectively integrates the development of basic language skills and content area knowledge. It contains a curriculum of content area objectives, resource packets corresponding to the objectives, teaching strategies and a bibliography.

II. Curriculum and Resource Packets

A. Curriculum

The curriculum is a listing of objectives in 12 broad areas. Ten areas correspond to the major U.S. holidays: Labor Day, Columbus Day, Election Day, Veterans' Day, Thanksgiving, Martin Luther King's Birthday, Presidents' Week, Memorial Day, Flag Day and Fourth of July. Some of the objectives appear more than once to allow for recycling and review.¹

Objectives in 2 additional areas, Coming to the U.S.A. and The Constitution, are not tied to a particular holiday and can be used to supplement instruction at any time.

Each of the objectives is designed to be within reach of students at all levels of ESL proficiency. Students will develop their oral language skills as they engage in activities designed to teach the content areas. Activities for beginning students should be simple enough to accommodate their limited vocabulary and fluency. More advanced students will work on the same objectives but in greater depth, using activities that require more fluency. The number of objectives addressed in a given course will vary with the level of English language proficiency and the level of literacy of the students. The objectives covered will vary depending on the time of year covered by the 60 hours of instruction.

The curriculum is intended to provide limited English-speaking students with the basic history and civics they will need as they take the first steps toward citizenship. Students whose language skills are advanced enough to prepare for the Permanent Resident Status Interview Examination or the Naturalization Interview will also find this curriculum helpful.

¹The objectives were adapted from several sources including the Immigration and Naturalization Service, the CASAS IRCA Project and the New York State Education Department IRCA Curriculum.

B. Resource Packets

Teaching resource packets have been developed for each of the 12 broad areas of the curriculum. The packets are designed to provide communicative activities that will develop students' language proficiency and lead them to mastery of the content objectives.

The packets contain the specific objectives for a particular area and instructional materials such as readings, pictures, maps, and sample lessons for use with students at various levels of language proficiency. Each packet also includes a quiz that students may use to check their understanding.

III. How to Use the Packets

The instructional packets were designed to stand alone; nevertheless, *A Guide to Teaching ESL in Amnesty Preparation Classes* is included as part of this series. It contains an overview of instructional issues and strategies relevant to the Amnesty preparation classes.

Objectives for Thanksgiving

1. Name a reason the Pilgrims came to America (religious freedom) and say where they came from, and when. Connect the reason to the Bill of Rights.
2. Show where the Pilgrims landed (Massachusetts) on the map.
3. Identify the Indians as the first Americans and describe how they helped the Pilgrims.
4. Tell/Write about Thanksgiving using the following words:
 - Indians
 - Pilgrims
 - Mayflower
 - 4th Thursday in November
 - turkey
5. Find the area on the map of the 13 original colonies (East Coast). Name four.

A THANKSGIVING UNIT

This unit can be used as a whole, covering several sessions, or any of the steps can be covered in one or more lessons. It also works well as a collaborative activity with a Basic Education class or with other ESL classes. It can be used with a very beginning ESL class that started in September or with any level up, the sophistication of the reading materials and the questions increasing for each level.

Materials: Pictures of Pilgrims and Indians, of the Mayflower or sailing ship, of traditional foods, supermarket flyers and realia such as sweet potatoes, cranberries, pumpkins, squash, Indian corn etc. *Optional:* brown paper bags, black construction paper, large white sheets of paper, black yarn, feathers, staples, pins.

Activity 1: Find out what students already know.

A week or so before Thanksgiving, as a homework assignment, ask your students to find out all they can from their children and friends about the Thanksgiving holiday and why it is celebrated here.

Then elicit from the class all they know about the holiday, putting anything they say on the board. Building on this, tell the story very simply, ending with a description of a traditional Thanksgiving gathering. (See the "Picture Story Activity" in this packet.) With a low level class, write it on the board as a class language experience story. Have several students copy each sentence on a large strip of paper in large print.

Activity 2: Reading about Thanksgiving

Beginning Level: Have students work in groups to reassemble the strips into the story. Then start to form a list of questions about the story. They may be able to read the account from some of the commercially-prepared texts mentioned in the taxonomy in this packet.

For higher levels, do the "Cooperative Jigsaw Reading" Activity in this packet, or hand out copies of the story from one of the books listed in the taxonomy. Have students read the story in small groups. Either have them brainstorm questions about the story or give each group a set of questions. (See questions following the "Cooperative Jigsaw Reading".) One person in each group serves as the questioner, another as secretary to write the group's answers, a third checks the answers, and the fourth observes the group to see they speak mostly English and keeps them on task, watching the time.

When they have finished, go over the questions as a whole group. Have the class bring in newspaper ads and other pictures of Thanksgiving symbols. Attach their questions to this.

Discuss why the Pilgrims came to the USA and relate this to their own reasons for coming here. Introduce the phrase: "freedom of religion/religious freedom." Ask them what freedom they wanted to find when they came here. You will be amazed at the list, if you keep urging them for more, and write them on the board. You may elicit freedom to choose your job, or to change jobs, freedom to have as many children as you want, freedom

to speak any language, freedom to move or to travel and many others. Copy this list and display it.

Relate it to the Constitution and the Amendments when you cover them. The Bill of Rights makes sure of our freedoms. The first amendment gives people freedom of religion, and freedom of speech and of the press. The fourth amendment says people cannot just be taken off and put in prison (without a warrant), which is what happened to the Pilgrims, and possibly to some of our students. The eighth amendment says cruel punishment cannot be used against people, again something some of our students may have suffered. Try to associate the word amendment with their freedom here.

Activity 3: A class celebration.

Discuss with the class how they would like to celebrate Thanksgiving in class. There are many alternatives, all involving food. They can go as a group to a nearby supermarket to buy traditional foods and taste them in class. Individual students or the teacher can volunteer to prepare traditional foods up to and including a turkey with all the trimmings.

An additional step is to make simple costumes to wear. The class can choose to be either Pilgrims or Indians. Indians cut fringes from brown paper, make a wool braid on a headband with real or paper feather in it. They wear earth colors to the party. Pilgrims make white paper collars and cuffs. The men construct black stovepipe hats from black posterboard, modelled after the pictures. If left to themselves, they do a wonderful job with scissors and stapler. The women make white aprons and caps from paper or old sheets, again figuring out their own design. Pilgrims wear dark colors to school like black or navy.

Once they see someone wearing a braid and feather or a black hat, it the process becomes infectious. When the costumes are ready, choose appropriate questions for each Pilgrim or Indian (see sample list). Have them memorize their questions.

On the final day, students dress up and visit neighboring classes who are expecting them. They bring or make props such as a pumpkin, corn, cranberries, sweet potatoes, or a paper turkey, deer, and fish, and label them. They ask their numbered questions, one after the other, all acknowledging the correct answers or expanding on inadequate ones. They rapidly become experts on the story. If they share a school building with children, the effect on the children is electrifying.

Then they return to their Thanksgiving meal of labeled foods and take lots of photographs. Students can talk about what they have to give thanks for and a natural leader can be asked to make a short speech comparing themselves to the Pilgrims. Having done this process nine times, I can vouch for its success and the wonderful effect it has not only on the class concerned, but all other classes around them. If you can, make a video of the celebration.

Thanksgiving Questions

The questions listed here are asked by students dressed as Pilgrims and Indians:

Pilgrims ask:

1. Who am I?
2. Where are we from?
3. Why did we come here?
4. How did we come here?
5. How was the trip here?
6. When did we come here?
7. Where did we land?
8. How was the first winter here?

Indians ask:

9. Who am I?
10. How did we help the Pilgrims?
11. What did we show them how to plant?
12. What did they pick <harvest> in the fall?
13. How did everybody feel in the fall?
14. What did the Pilgrims decide to do?
15. Why did they want to celebrate?
16. What did we bring to the dinner?

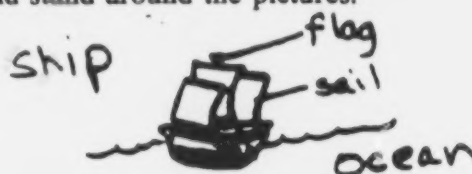
Anybody ask:

17. What foods did we eat?
18. How did we feel at Thanksgiving?
19. How are we all like the Pilgrims?
20. What do you want to give thanks for this year?

What is a picture story? A picture story is a series of pictures that make a story. Different stories can be made by changing the order of the pictures. All levels of students can practice vocabulary, speaking and listening skills by using the pictures. More advanced students can write the story and/or practice reading it.

Procedure for Using a Picture Story

1. If this is your first activity from this packet elicit what students know about the subject of the picture story using a mind map.
2. Use the large illustrations included in the packet. Tape the pictures to the blackboard. Ask students to come up and stand around the pictures.
3. Elicit from the students the vocabulary they know about the pictures and write the words next to the appropriate pictures.



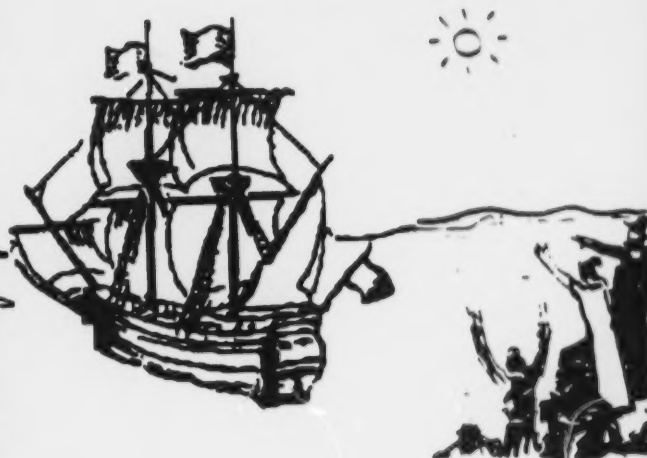
4. Tell students that they are going to put the pictures in order to make a story. **Model putting pictures in order to make a story** by making rough stick-figure sketches of the following in three boxes on the board: someone sleeping on a bed, someone under a shower, and someone at a table eating. Ask students to put the pictures in order to show a morning routine. Then, ask students to put the pictures in order to show a night-time routine.

These pictures have at least two sequences. For someone getting up, the sequence is: sleeping, and then showering and eating. For someone going to bed it could be: eating, showering, and then sleeping. Stress that more than one order is always possible for picture stories.

5. Make groups of four to five students. Make enough copies of the big pictures (in this packet) so that each group can have a set of pictures. Ask students to **arrange the pictures on a table or on the floor to make a story**. Tell them that more than one story is possible. **Intermediate students** could also write sentences on cards for each picture or have a secretary write the story.
6. Ask the groups to stand up and look at the other groups' arrangements of the pictures, and look for differences. Or have students in each group stand up, each holding one picture, in the order of their story. More intermediate students can also tell their story to the class.
7. Hand out copies of the **Picture Story Grid** (included in the packet). Ask students if this arrangement is different or the same as their story. Stress that there are many possible arrangements of the pictures, and that they are all correct.
8. **Summarize the story by reading the "Picture Story Description Cards"** in this packet. Read the text at least two or three times, pointing to the corresponding pictures as

you read the sentences. Then, ask students to point to the pictures as you read the sentences.

9. **Read sentences from the story out of sequence**, and have students indicate to you which picture the sentence refers to. They can do this by holding up the appropriate picture from their grid or large set of pictures. Alternately, students can go to the board and point to the large picture that is being described.
10. **Total Physical Response Activity.** Read each description again. Mime the action that is used in the description. For example, if you read, "Aldo and Elena fill out a voter registration form," pretend you are writing in the air with your hand. After you mime an action for each picture, read each of the sentences several times, with the class demonstrating the mime that goes with the picture, until you think they are comfortable with the picture/mime association.
11. **Turn control over to the students.** Play a Concentration Game using the cards included in the packet. See **Concentration Game Teacher's Guide**. For beginning-level students, have them play Concentration, matching the pictures with the "Picture Story Concentration Cards." More intermediate-level students can play Concentration with the "Picture Story Description Cards." The "Description Cards" have more text than the "Concentration Cards."
12. **Activities for intermediate-level students:** Intermediate students can write their own version of the story. They could also listen to sentences from the story and do a dictation.



Written By
William Bradford
My br Standish
Burden Shaw
Samuel
Fuller
John Abram



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Thanksgiving Picture Story Description Cards

Intermediate Level

The Pilgrims wanted *freedom of religion*. They decided to go to the colony of Virginia.

The Pilgrims needed a government. They signed the *Mayflower Compact* on the ship.

The Pilgrims met Massasoit and his tribe. They showed the Pilgrims how to plant corn, squash and beans.

They left Plymouth England on September 16, 1620.

The first winter was very bad. Half of the Pilgrims died.

The Pilgrims celebrated their first harvest by giving thanks. They invited the Native Americans to eat with them.

**The Pilgrims
wanted
religious
freedom.**

**The Pilgrims
signed
the
Mayflower
Compact.**

**The Indians
helped
the Pilgrims.**

**The Pilgrims
crossed the
Atlantic.**

**Many Pilgrims
died the
first year.**

**The
Pilgrims
c e l e b r a t e d
Thanksgiving.**



482

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483

Witten Brewster

William Bradford

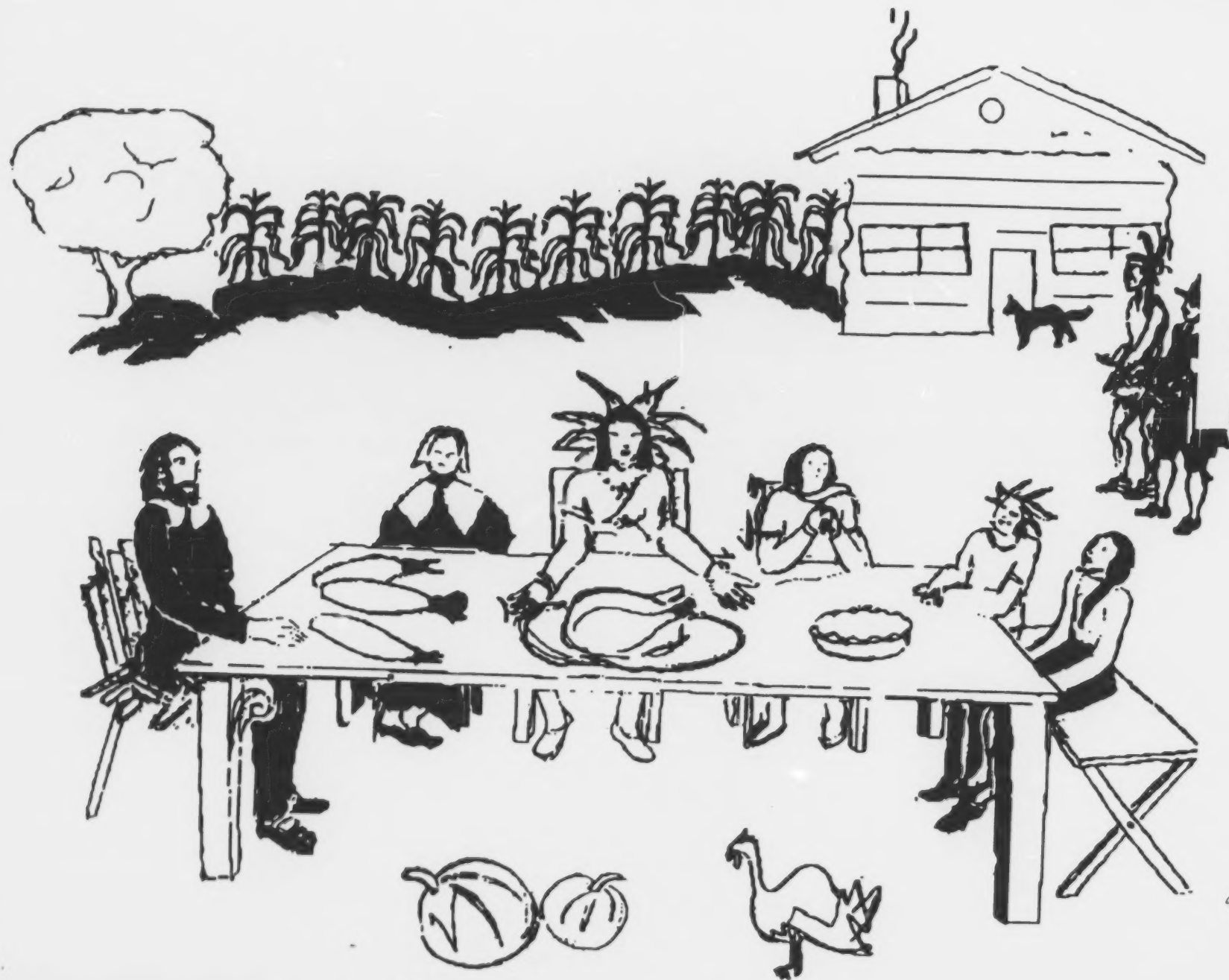
Nyles Standish

Edward Brinshaw

Samuel
Fuller

John Alden

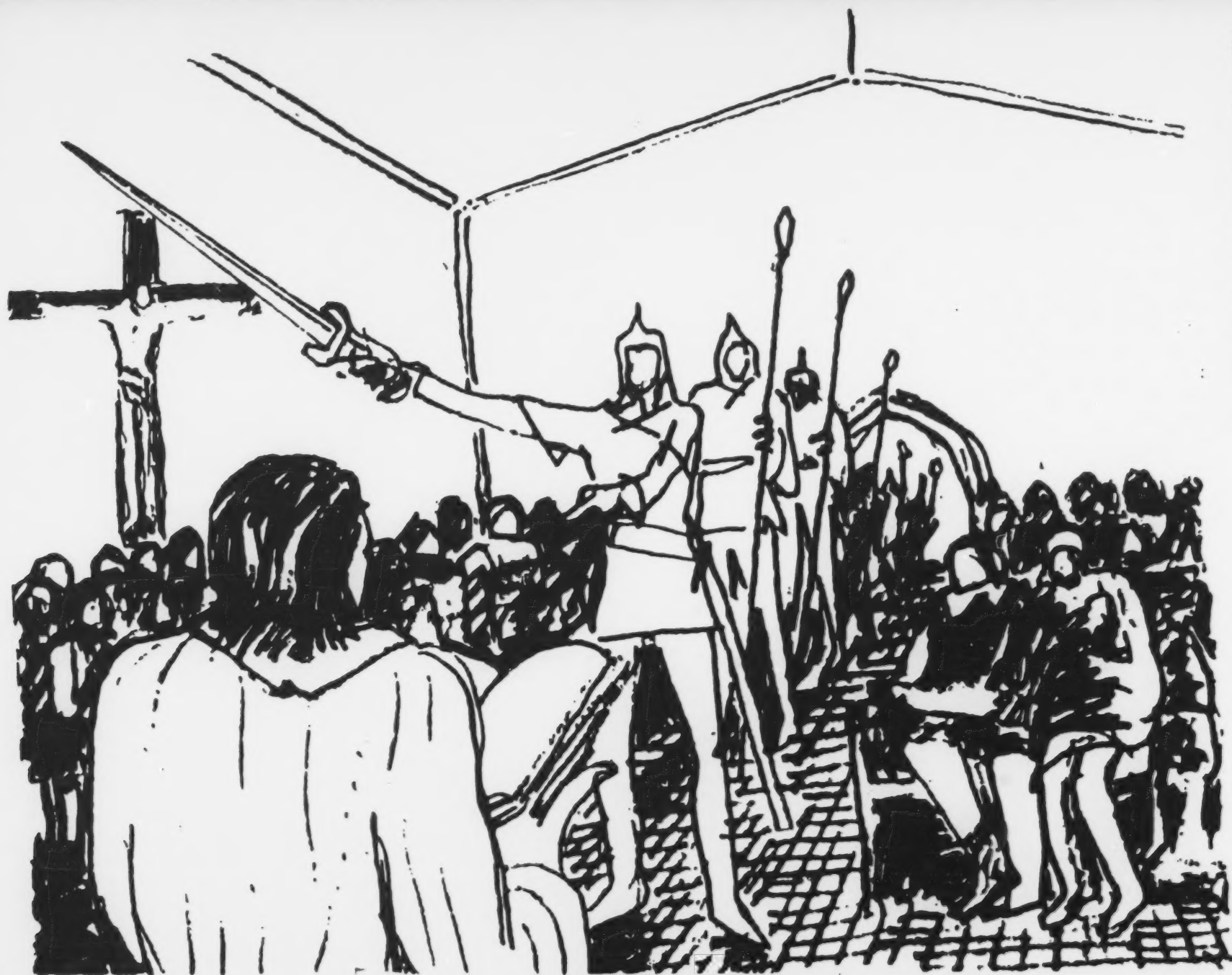
the first Thanksgiving
in 1620.
the Pilgrims
were in the
first year of
the settlement
in 1620.

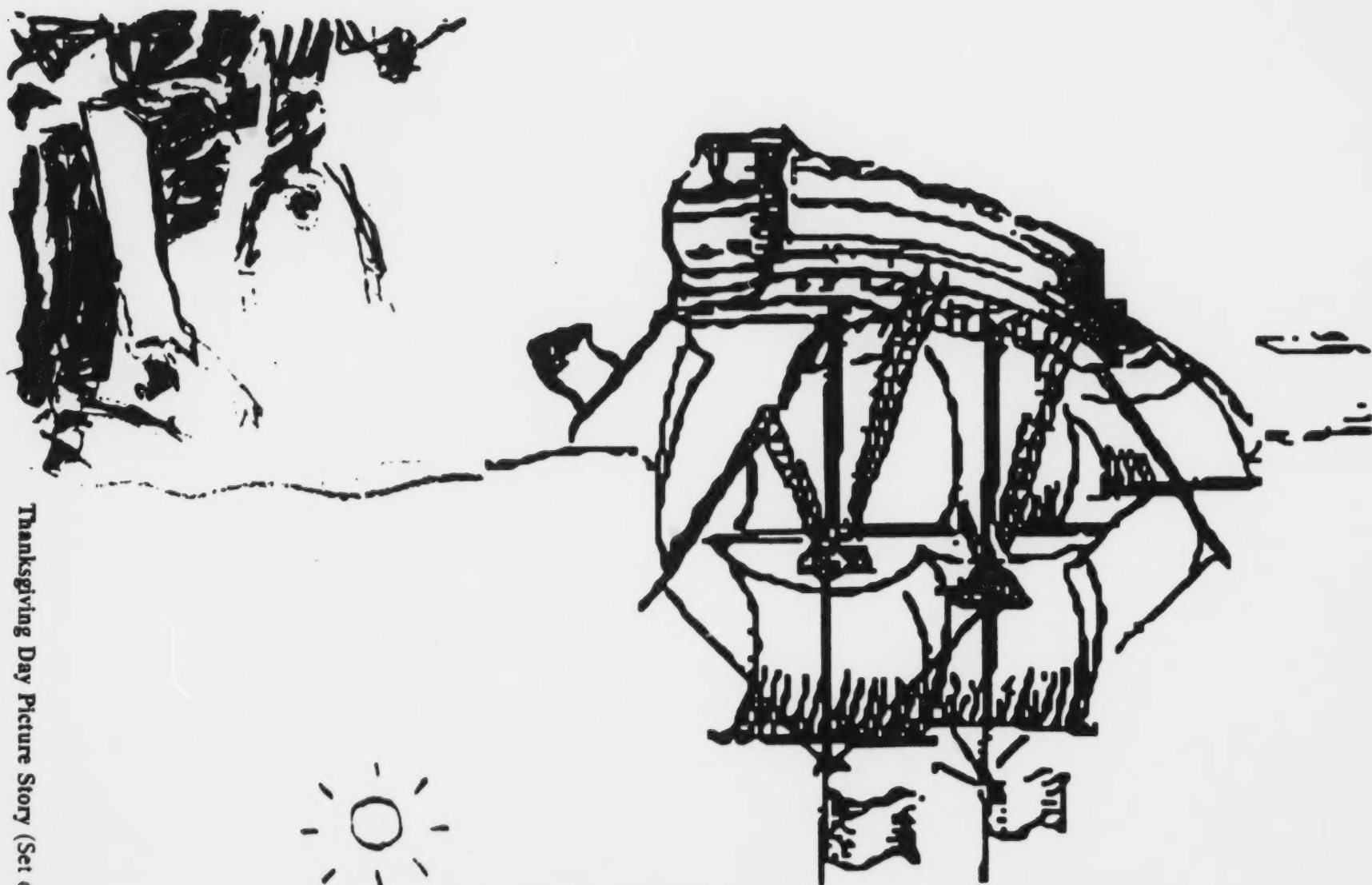


486

Thanksgiving Day Picture Story (Set of Six)

487





Thanksgiving Day Picture Story (Set of Six)

490

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491



Thanksgiving Day Picture Story (Set of Six)

492

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493



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Native Americans hunted, fished
and farmed for their food.

Europeans came and the Native
Americans helped them.

In the 1860's railroads came
and many buffalo were killed to
feed the workers.

The Native Americans signed many
treaties with the U.S. Government.
They lost many rights.

The Native Americans fought for
their rights.
But they usually lost.

Many Native Americans died. Now
most live on reservations.
Their life is different.

**T h e N a t i v e
Americans
hunted.**

**Railroads
came and
buffalo died.**

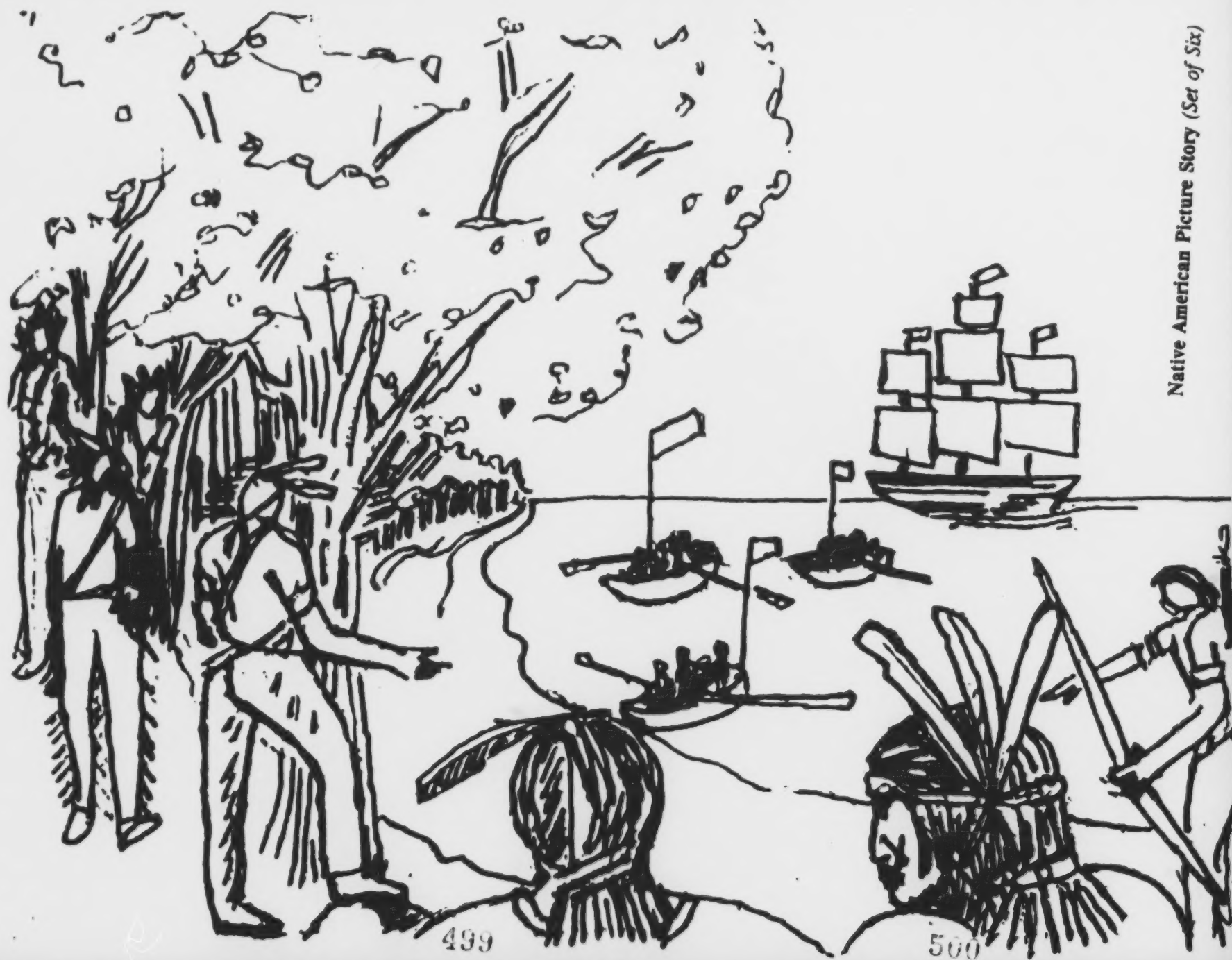
**They fought
battles.**

**Europeans
arrived.**

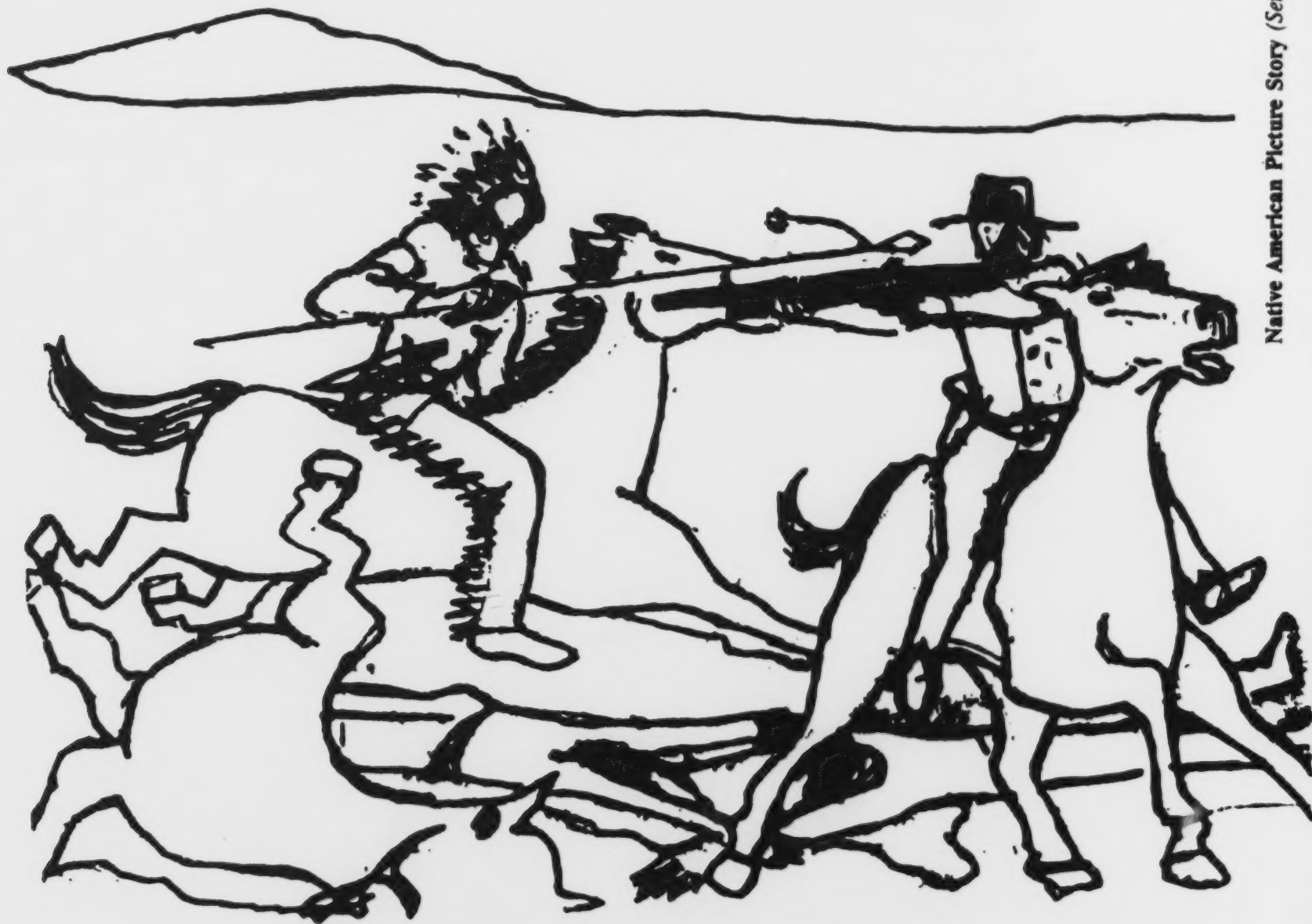
They signed treaties.

**Native
Americans
live on reservations.**



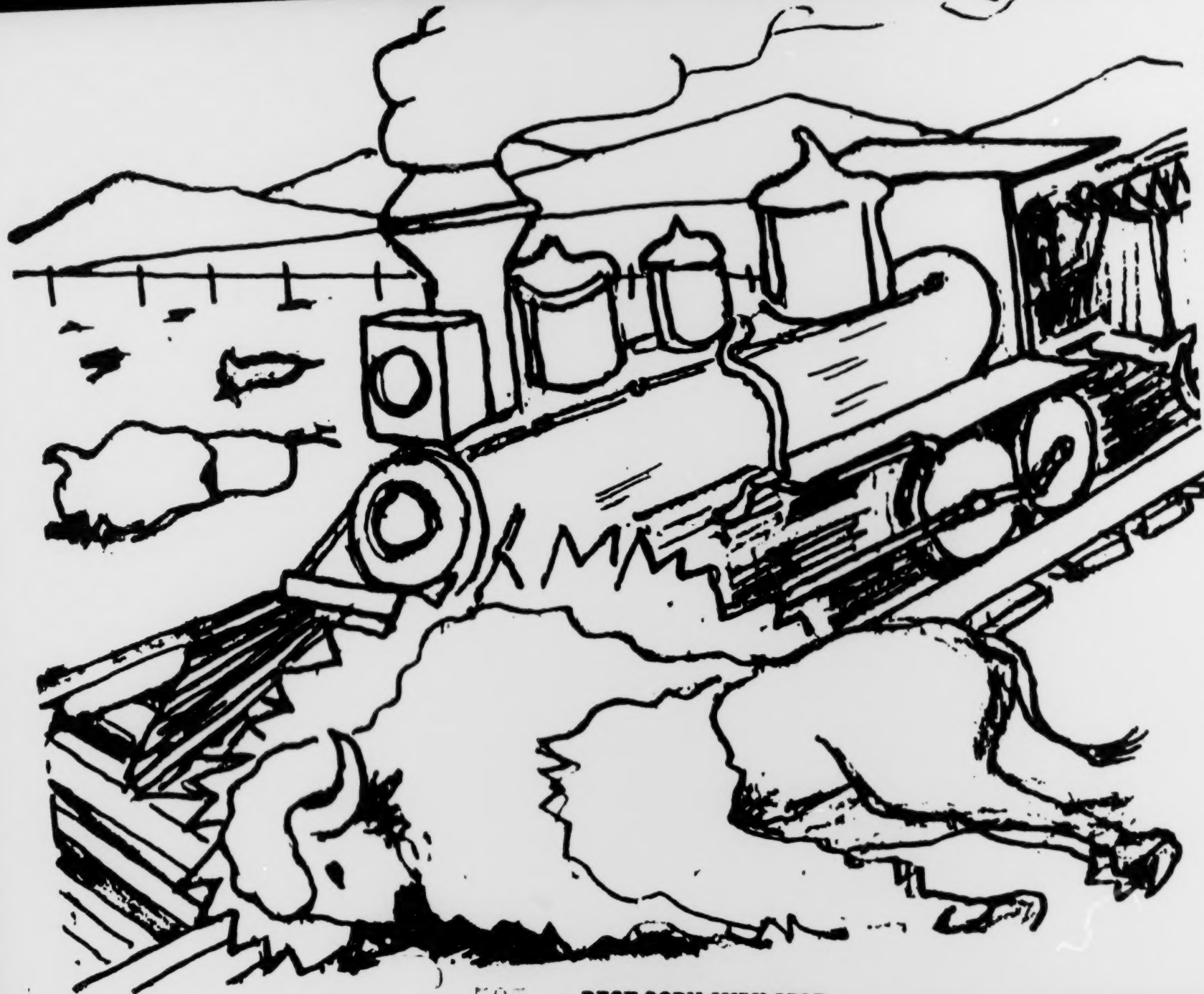


Native American Picture Story (Set of Six)





Native American Picture Story (Set of Six)





Native American Picture Story (Set of Six)

507

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What is "Concentration"?

This is similar to the TV show *Concentration*. Students try to remember the position of cards with matching information. It can be played to help students learn words that go with pictures (especially good for literacy students), questions that go with answers, two halves of a sentence, or just about any information that can be put on two cards that make a match.

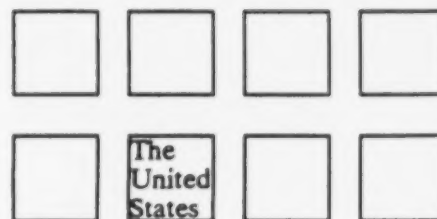
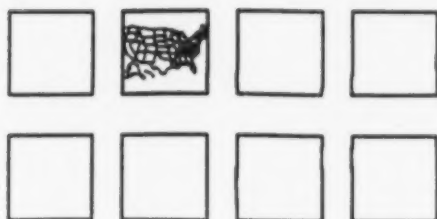
Procedure:

1. Cut out the matching pictures and/or words from the grid in this packet. Tape or glue them on squares of paper or index cards, so that when they're turned over the print doesn't show through the paper. It's good to make two or three sets so later small groups of the students can play the game simultaneously.
2. **Model the activity with the whole class.** The first time you play the game it's good to do it with the whole class. Ask students to stand in a circle around a table or part of the floor where you are going to lay down the cards.
3. Take five to ten of the pictures, for example, and lay them **face down** in random order on the table or the floor of your classroom. Next to the pictures, make a separate group of cards with words that match the pictures. See below:

Picture Cards

Word Cards

4. Ask for a volunteer to choose one card from each group of cards, and turn them over so that the other students can see the information on the card. If the student is lucky these cards will match and the student can pick them up and turn over two more cards looking for a match.



5. If the cards don't match, the student should turn them over and leave them where they lay. You can help the students to remember the position of the cards by pointing to each card and asking the group if they remember what's on it. Do this until students understand the importance of remembering the positions of the cards.
6. Moving clockwise around the circle of students, the next student should turn over two more cards.
7. Follow the procedure outlined in steps 4 and 5 until all the cards have been picked up. The student who has made the most matches is the winner.
8. Once the class has done the game together you can break them into groups to play the game in smaller groups with the other sets of cards.

**Listening Cloze
Teacher's Guide**

Advanced Beginning/Intermediate Level

Before doing this activity, do a mind map on the blackboard with students to elicit what they know about the topic of the listening cloze. Use pictures or flashcards from the packet to help review concepts or vocabulary coming up in the listening cloze.

1. Ask students to listen as you read this passage aloud to the class two times.
2. Hand out the student's copy. (To make the exercise easier, write the words that have been deleted in random order on the blackboard.)
3. Instruct students to fill in any words they remember from listening. If they don't remember the exact word they can try to put in a word that makes sense from the context.
4. Read the passage again once or twice, as students fill in what they hear.
5. Have individual students write the correct answers on the board.

Thanksgiving Picture Story Listening Cloze
Teacher's Version

Beginning Level

(Note to teacher: This should be done as a follow-up to the Pilgrims Picture Story.)

The Pilgrims wanted 1. freedom of religion. They decided to go to the 2. colony of Virginia in America. They left Plymouth England 3. on September 16, 1620. It was a long 4. trip.

5. On the ship, they signed the Mayflower Compact. This 6. was a set of laws to help them live together.

The first winter was 7. very bad. Half of the Pilgrims died.

The Pilgrims met Massasoit and 8. his people. They showed the Pilgrims 9. how to plant corn, squash and beans. The Pilgrims celebrated 10. their first harvest by giving thanks. They invited Massasoit and his people to eat with 11. them.

Thanksgiving Picture Story Listening Cloze
Students' Version

Beginning Level

The Pilgrims wanted (1)_____ *of religion*. They decided to go to the
(2)_____ of Virginia in America. They left Plymouth England
(3)_____ September 16, 1620. It was a long (4)_____.

(5)_____ the ship, they signed the Mayflower Compact. This
(6)_____ a set of laws to help them live together.

The first winter was (7)_____ bad. Half of the Pilgrims died.

The Pilgrims met Massasoit and (8)_____ people. They showed the
Pilgrims (9)_____ to plant corn, squash and beans. The Pilgrims celebrated
(10)_____ first harvest by giving thanks. They invited Massasoit and his
people to eat with (11)_____.

The Pilgrims wanted (1)_____ *of religion*. They decided to go to the
(2)_____ of Virginia in America. They left Plymouth England
(3)_____ September 16, 1620. It was a long (4)_____.

(5)_____ the ship, they signed the Mayflower Compact. This
(6)_____ a set of laws to help them live together.

The first winter was (7)_____ bad. Half of the Pilgrims died.

The Pilgrims met Massasoit and (8)_____ people. They showed the
Pilgrims (9)_____ to plant corn, squash and beans. The Pilgrims celebrated
(10)_____ first harvest by giving thanks. They invited Massasoit and his
people to eat with (11)_____.

Native Americans Picture Story Listening Cloze
Teacher's Version

Advanced Beginner/Intermediate Levels

(Note to teacher: This should be done as a follow-up to the Native Americans Picture Story.)

Native Americans shared the 1) land with other living things. They hunted, fished, and farmed for their 2) food. Beginning with Columbus in 3) 1492, Native Americans needed to 4) share the land with Europeans. But the Europeans wanted to own 5) people (slaves) and land. The Indians did not 6) understand.

In the 1860's, companies began to build 7) railroads. They killed many 8) buffalo to feed the railroad workers. The U.S. 9) government bought land and built fences. The Native Americans signed 10) many treaties or promises with the U.S. government. But they lost many of their rights to hunt, fish, and 11) farm.

The U.S. Government did not keep their 12) promises with the Native Americans. The Native Americans fought many 13) battles with U.S. soldiers. The Native Americans usually 14) lost. Many Native Americans died. Now most live on 15) reservations. They have some of 16) their own customs and lifestyle, but their life has changed a lot.

Native Americans Picture Story Listening Cloze

Students' Version

Advanced Beginner/Intermediate Levels

Native Americans shared the 1) _____ with other living things. They hunted, fished, and farmed for their 2) _____. Beginning with Columbus in 3) _____, Native Americans needed to 4) _____ the land with Europeans. But the Europeans wanted to own 5) _____ (slaves) and land. The Indians did not 6) _____.

In the 1860's, companies began to build 7) _____. They killed many 8) _____ to feed the railroad workers. The U.S. 9) _____ bought land and built fences. The Native Americans signed 10) _____ treaties or promises with the U.S. government. But they lost many of their rights to hunt, fish, and 11) _____.

The U.S. Government did not keep their 12) _____ with the Native Americans. The Native Americans fought many 13) _____ with U.S. soldiers. The Native Americans usually 14) _____. Many Native Americans died. Now most live on 15) _____. They have some of 16) _____ own customs and lifestyle, but their life has changed a lot.

**The *Mayflower* Listening Cloze
Teacher's Version***

Intermediate Level

(Note to teacher: Listening Cloze Teacher's Guide in this packet. In this particular version of the activity, divide the class into pairs. Give one student in each pair the *Partner A* Sheet; give the other student the *Partner B* Sheet. They will check their answers with each other when they are finished.)

On September 16, 1620, the *Mayflower* sailed from Plymouth, England. There were 102 people packed into the ship. There were no gentlemen on the ship, but Mr. Edward Winslow was a well-dressed man. He wore silver buttons and a white collar.

The captain of the ship was Miles Standish. He was a short man with bright red hair, a red face, and a hot temper. Captain Miles Standish was with his wife. Her name was Rose.

The *Mayflower* sailed west for sixty-five days. Every day the ship smelled worse, because there was no water for bathing or for washing clothes. They could not wash with sea water, because it cracked their skin.

One day, the sky turned gray, and a hurricane struck. In the storm, a man fell into the sea. He was rescued.

Mrs. Hopkins gave birth to a son. They named him Oceanus.

One day, Dr. Sam Fuller's servant boy died. He was buried at sea.

Before they left the ship, the men met in the Captain's cabin to sign *The Mayflower Compact*. This was a set of laws to help them live together. The idea of the *Mayflower Compact* was that a government depends on the consent of the governed. This was a new idea in a world governed by kings and queens.

*Adapted from *The World of Capt. John Smith*, Genevieve Foster. 1959; Charles Scribner's Sons, New York.

The Mayflower Listening Cloze*

Intermediate Level

Partner A

Note to students: After you fill in the blanks, check your answers with your partner.

On September 16, 1620, the *Mayflower* sailed _____ Plymouth, England. There were 102 people packed _____ the ship. There were no gentlemen _____ the ship, but Mr. Edward Winslow _____ a well-dressed man. He wore silver _____ and a white collar.

The captain of the ship was Miles Standish. He was a short man with bright red hair, a red face, and a hot _____. Captain Miles Standish was _____ his wife. _____ name was Rose.

The *Mayflower* sailed west _____ sixty-five days. Every day the ship smelled _____, because there was no water for bathing or for washing clothes. They could not wash with _____ water, because it cracked their skin.

One day, the sky _____ gray, and a hurricane struck. In the storm, a man fell _____ the sea. He was rescued.

Mrs. Hopkins gave birth to a son. They _____ him Oceanus.

One day, Dr. Sam Fuller's _____ boy died. He was buried at sea.

Before they _____ the ship, the men met in the Captain's cabin to sign *The Mayflower Compact*. This was a set of laws to help them live _____. The idea of the *Mayflower Compact* was that a government depends _____ the consent of the governed. This was a new idea in a world _____ by kings and queens.

*Adapted from *The World of Capt. John Smith*, Genevieve Foster. 1959; Charles Scribner's Sons, New York.

Partner B

Note to students: After you fill in the blanks, check your answers with your partner.

On September 16, 1620, the *Mayflower* _____ from Plymouth, England. There were _____ people packed into the ship. There were no gentlemen on the ship, but Mr. Edward Winslow _____ a well-dressed man. He wore silver buttons and a _____ collar.

The captain of the ship was Miles Standish. He was a _____ man with bright red hair, a red face, and a hot temper. Captain Miles Standish was with his wife. Her name was _____.

The *Mayflower* sailed west for _____ days. Every day the ship _____ smelled worse, because there was no water _____ bathing or for washing clothes. They could not wash with sea water, because it _____ their skin.

One day, the sky turned gray, and a hurricane _____. In the storm, a man fell into the sea. He was _____.

Mrs. Hopkins gave birth to a son. They named _____ Oceanus.

One day, Dr. Sam Fuller's servant boy died. _____ was buried at sea.

Before they left the ship, the men _____ in the Captain's cabin to sign *The Mayflower Compact*. This was a set of laws to help _____ live together. The idea of the *Mayflower Compact* was that a government depends on the consent of the _____. This was a new idea in a world governed _____ kings and queens.

*Adapted from *The World of Capt. John Smith*, Genevieve Foster. 1959; Charles Scribner's Sons, New York.

Sample Picture Differences Teacher's Guide

Advanced Beginner/Intermediate Level

"Picture differences" activities are a good way for students to practice vocabulary and to develop strategies to make themselves understood in a communicative setting. Pairs or small groups of students work together to compare two pictures; their task is to find the differences between the two pictures.

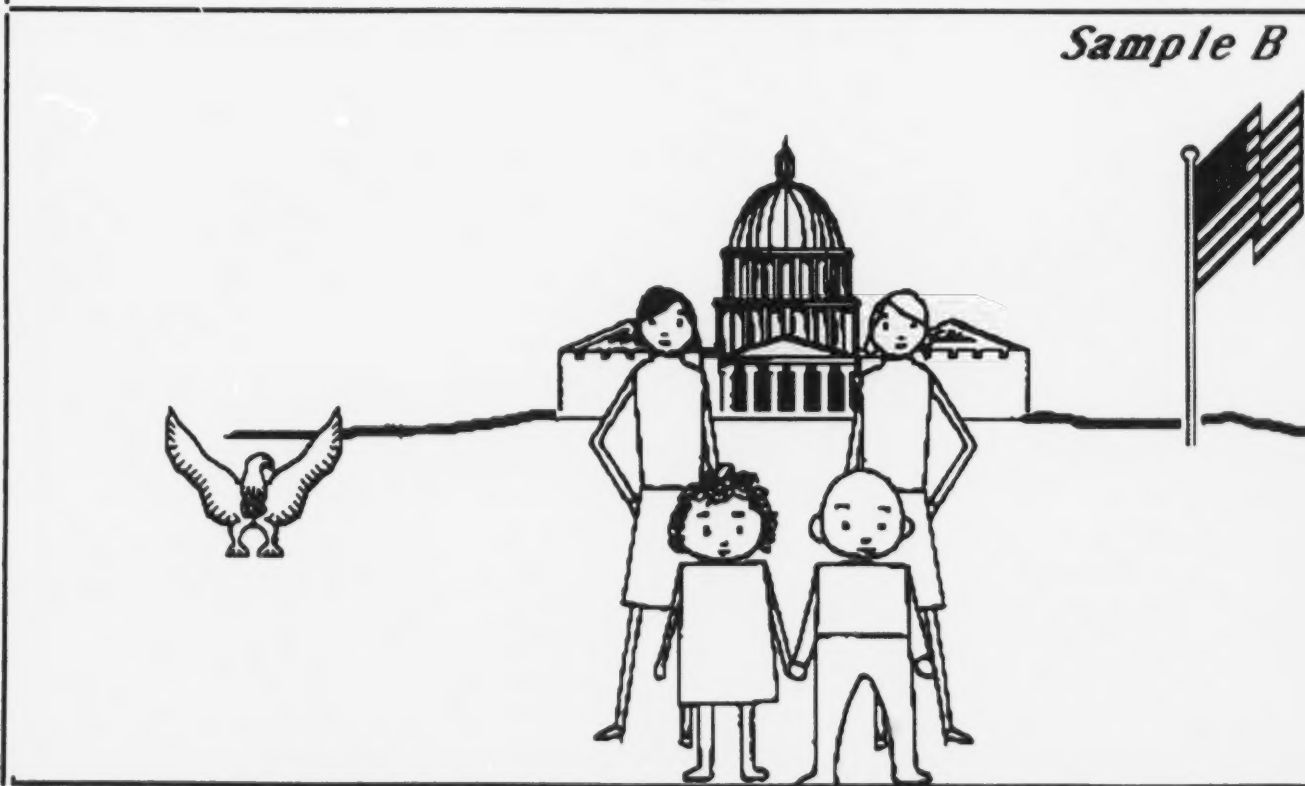
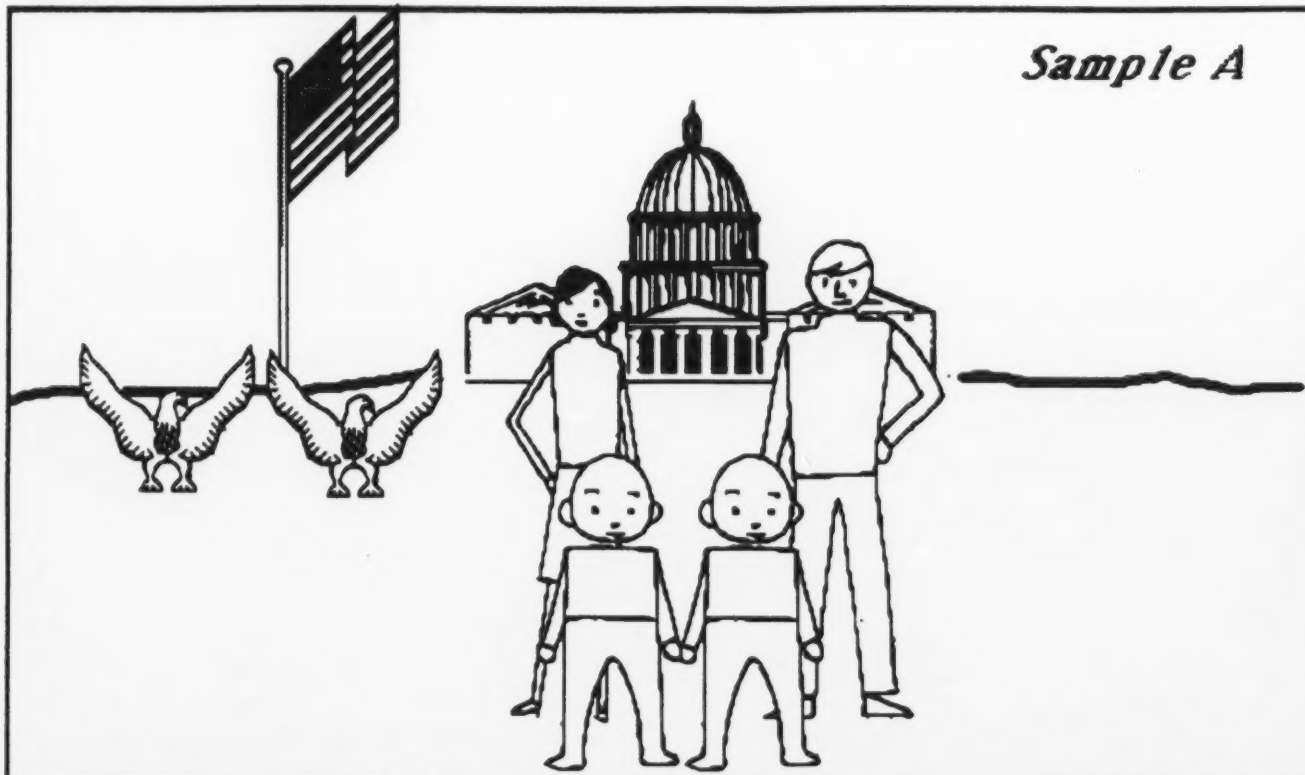
1. **Model the activity.** If this is the first time students are doing this activity demonstrate how it works, using the sample pictures on the following page.
2. Divide the class into two groups. Give the picture marked "Sample A" to the students in the first group and the picture marked "Sample B" to the other group. Ask students not to look at the other group's picture.
3. **Elicit from the students** the vocabulary they will need to describe their pictures. Vocabulary for the sample picture include *capitol, flag, eagle, man, woman, child, boy, girl*. List the words on the blackboard on one side with rough sketches of the vocabulary on the other side in a different order. Ask students to match the pictures and words on the blackboard.
4. Students will need to know prepositions to describe the picture: *in front/back of, next to, between, on the right/left (of)*. List them on the board with sketches (see #3 above) and have students perform a matching activity. Ask them to describe people and things in the classroom using these prepositions.
5. Explain to students that there are differences in the two sample pictures. As an example, ask students where the flag is in their picture. Students will see that the two groups have different answers. Ask them to circle the part of the picture that is different. (In a more advanced class, you may ask students to write down the difference.)
6. Ask different students in each group tell what they see in their picture. Tell students not to look at the other group's picture. Each student will note the differences and either circle that part of the picture or write down the difference. Encourage students to use language of clarification, such as: "Please repeat," "The eagle is next to the what?", "Please speak louder." If students fail to notice a difference you may want to prompt them with a question, i.e., "How many eagles are there in the picture?"
7. After the groups have found all the differences they could find, make "A" and "B" columns on the board. For beginning students elicit the differences and write them under the appropriate column. Have a more intermediate-level student come to the board and write the differences.
8. After students have done the "Sample Picture Difference Activity," ask the students to look at the dialogue on the following page. This dialogue illustrates the kind of language students might use to find the differences in the sample exercise. Ask students to read it silently. Read it together as a class and let students practice it

in pairs.

9. After doing the sample picture differences students should be able to do the picture differences from the holiday packet. Follow the procedure above for eliciting vocabulary. Each packet has a the vocabulary list unique to that packet's picture difference activity. Keep students in groups the first two or three times you do picture differences. Keep making the groups smaller until the students are ready to work in pairs, with each partner having a different picture. Remind students not to look at each other's pictures.

For a complete resource book of "picture differences" activities, see *Look Again Pictures* by Judy Winn-Bell Olsen, Alemany Press; the book also serves as a handbook on how to facilitate this kind of activity. *Talk-A-Tivities* by Richard Yorkey, Addison-Wesley Publishing Co. also has some examples of this kind of activity. There is no one "right way" to facilitate the activity; it can be modified to use with students at various levels of proficiency.

Picture Differences Sample Page



**Sample Picture Difference
Dialogue**

Advanced Beginner/Intermediate Levels

(Read this dialogue. Practice it as a class, in groups, and in pairs.)

Group A: My flag is on the left side of the picture.

Group B: Please speak louder.

Group A: I said my flag is on the left side of the picture.

Group B: My flag is on the right side. That's different.

Group A: Where's your capitol building?

Group B: Please repeat.

Group A: Where's your capitol building?

Group B: It's between the two women.

Group A: Two women? My capitol is between a man and a woman. That's another
difference.

Group B: I have an eagle on the left side of the picture.

Group A: I have two eagles on the left side, too.

Group B: No, I said I have one eagle on the left side.

Group A: How many eagles?

Group B: One eagle.

Group A: That's different. I have two eagles.

Group B: How many girls do you have?

Group A: How many what?

Group B: Girls.

Group A: I have only boys.

Group B: That's another difference.

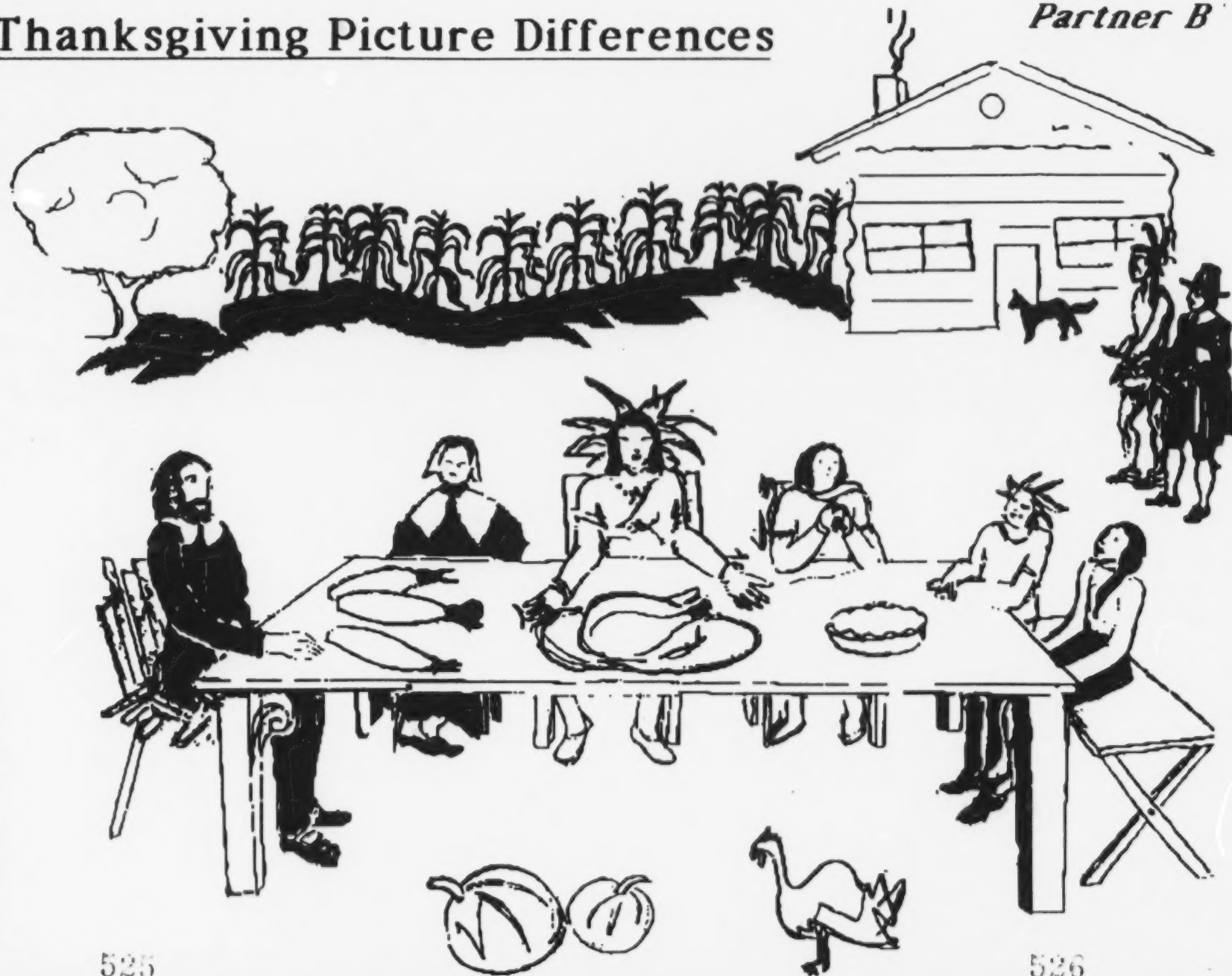
Thanksgiving Picture Differences

Partner A



Thanksgiving Picture Differences

Partner B



Information Gap Activities Teachers' Guide

Advanced Beginner/Intermediate Levels

What are "Information Gap Activities"?

In an information gap activity, two students or groups of students have to talk with each other and share information in order to complete a task. The first few times it is done, however, it needs to be structured carefully by the teacher.

Procedure:

1. If this is the first time you are doing an Information Gap, break the class into two groups.
2. Make copies of the sample information gap on the following page. Cut it into two parts; give one part to Group A and the other part to Group B.
3. Write #1 as an example on the board. Show students that Group A has information that Group B doesn't have. Elicit from the students a question Group B could ask, such as: "How many states?", or, "What's the word before states in number 1?" Write the questions on the board.
4. When Group A gets the answer direct them to fill in their blank. Encourage different students from the two groups to ask questions to get the answers.
5. Model language of clarification when students need it, such as: "Please repeat," "Please speak louder," "How many what?", "More slowly please," etc. and write the sentences on the board.
6. **VERY IMPORTANT:** When doing information gaps the first few times the class should be broken into groups. This makes it much easier for you to monitor the process and help students. As students get more proficient at doing information gaps keep making the groups smaller until you have pairs of students working together.
7. **Follow-up:** To reinforce the language needed to do information gaps, ask students to read the **Sample Information Gap Dialogue** after they have filled in the blanks on the sample information gap. You can practice this dialogue in several ways. As a whole class activity, divide the class into two groups. One group reads the lines marked "Group A"; the other group reads the lines marked "Group B."

Pairs of students can practice reading the dialogue on their own, and then in front of the class.

Sample Information Gap

Advanced Beginner/Intermediate Levels

(Teacher's note: Cut the paper below into two parts and distribute one part to Group A and the other to Group B.)

Group A

1. 50 states.
2. First United States Capital:
_____.
3. The fourth President of the
United States was James
Madison.
4. The U.S. flag has 50 stars
and _____ stripes.

Group B

1. _____ states.
2. First United States Capital:
New York City.
3. The fourth President of the
United States was
_____.
4. The U.S. flag has 50 stars
and 13 stripes.

Sample Information Gap Dialogue

High Beginner Level

(Read this dialogue. Practice it as a class, in groups, and in pairs.)

Group B: How many states do you have?

Group A: Please repeat.

Group B: How many states?

Group A: 50 states.

Group B: Thank you.

Group A: What was the first U.S. Capital?

Group B: Please speak slowly.

Group A: I said, "What was the first U.S. Capital?"

Group B: New York City.

Group A: Who was the fourth president of the United States?

Group B: The fourth what?

Group A: The fourth president.

Group B: The fourth president on line 3 is James Madison.

Group A: Thank you. What is the word after "and" in number 4?

Group B: Please repeat.

Group A: The word after "and" in number 4. Or, the word before "stripes" in line 4.

Group B: The word before "stripes"?

Group A: That's right. Or the word after "and."

Group B: The word after "and" in number 4. Oh, that's 13. 13 stripes.

Group A: Thanks.

Thirteen Original States Information Gap

High Beginner/Intermediate Level

Materials: Copies of worksheet labeled "Partner A" for half the class. Copies of worksheet labeled "Partner B" for the other half.

In order to do this Information Gap activity, students will need to use prepositions of location, e.g., *next to, above, below*. You can introduce or review those prepositions by doing Total Physical Response Activities. "Stand next to your chair." "Hold the book above your head." "Draw a line on the board." "Write your name below the line."

Divide the class into two groups. Students in one group get worksheets labeled "Partner A." The other group gets the sheet labeled "Partner B."

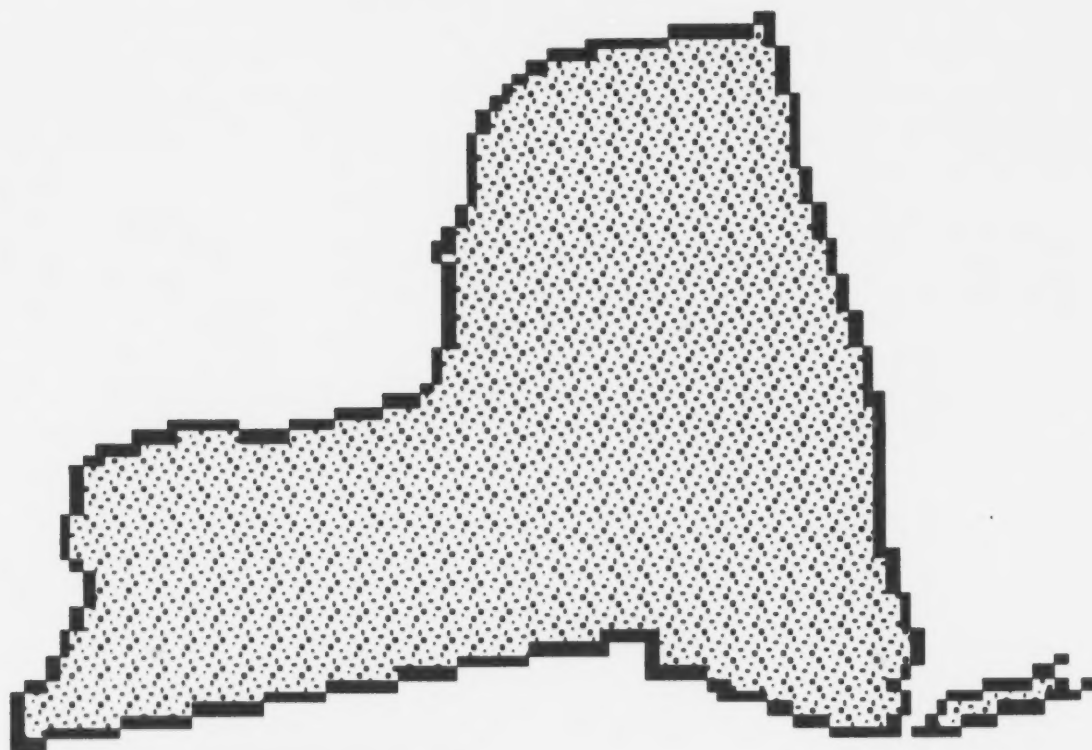
Model the activity by showing the students the attached sheet with an outline of the state of New York. Ask them to find New York on the map on their worksheet. Ask students to write New York on the appropriate line. Each worksheet has outlines of six of the original states. Ask students to work with others in their group to find those states on the map and label the map accordingly.

Hand over control to students. After students have labeled their six states, divide the class into small groups (2 with "Group A" Sheet and 2 with "Group B" Sheet). Ask them to share the information with their partners. The lines have been purposely numbered differently (Group A Sheet has numbers and Group B Sheet has letters.) This is to encourage students to describe the location of the state in relationship to other states on the map or by describing the shape of the state. For example, rather than say, "Pennsylvania is on line 7," a student would say, "Pennsylvania is next to New Jersey and below New York."

Whole group activity. After teams have finished the activity, bring the class together as a whole group. Invite individual students to come to the board. Other students volunteer to give the **name** of one of the original states and spell it. The student writes the name of the state on the board. After all the states are on the board, the whole class reads them. Ask if anyone wants help with pronunciation of any of the states.

Ask students how to describe the location of different states from the list on the board. Doing this, they will practice language such as *above, below, north, south, east* and *west*.

New York

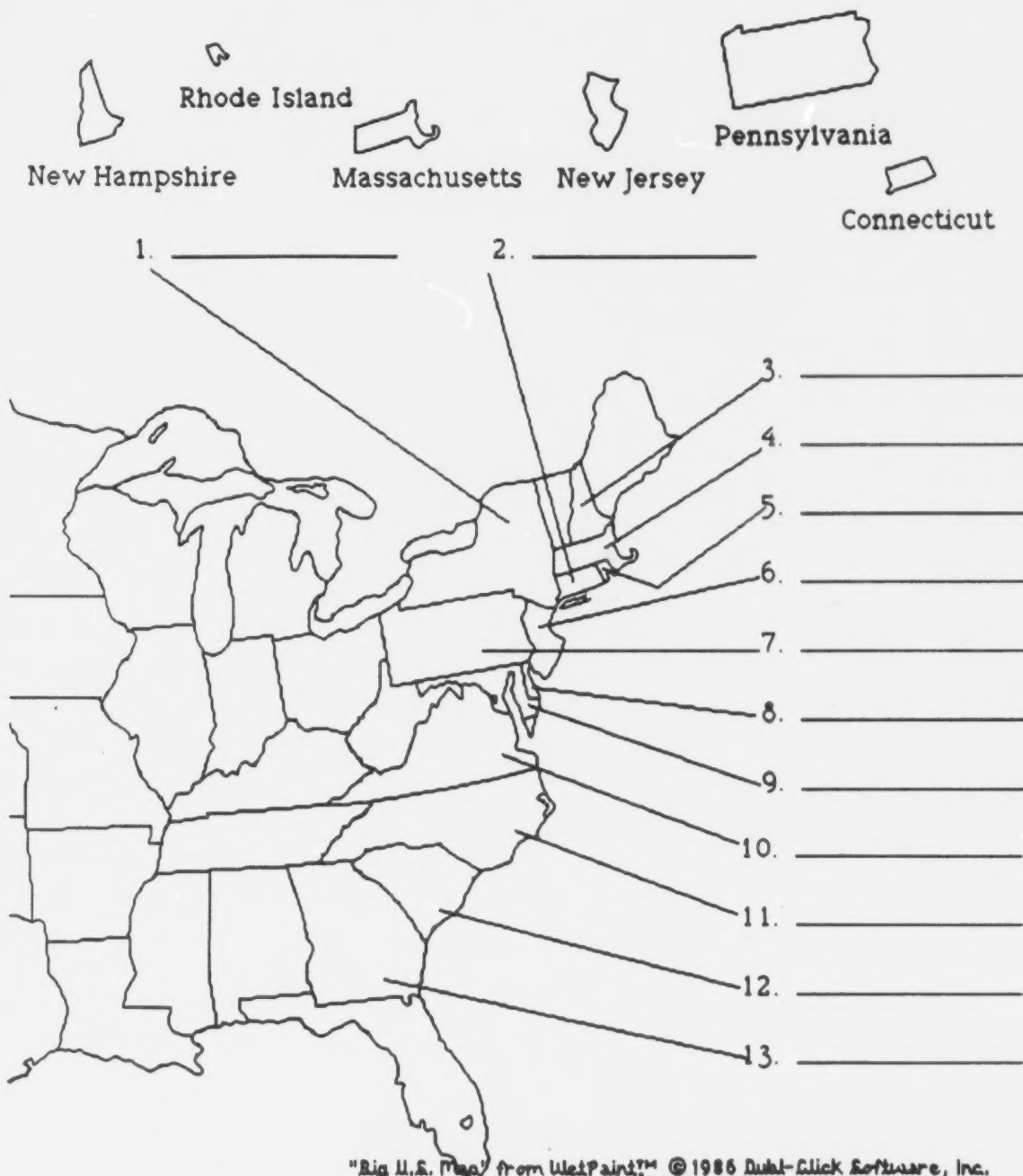


13 Original States Information Gap

All levels

Find these states on your map.
Then, tell your partner where they are.
Your partner will tell you the names of the
other states.

Group A



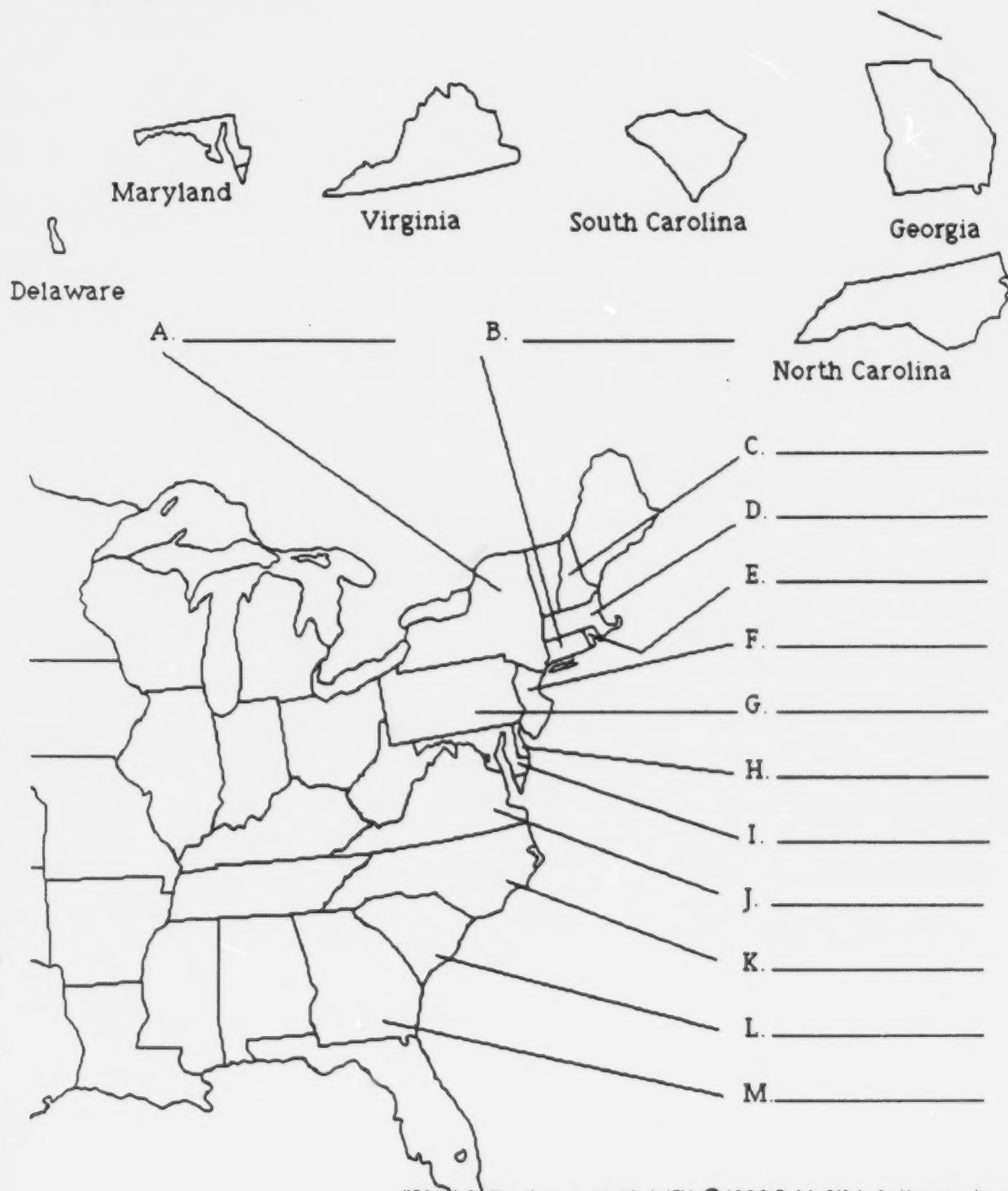
"Big U.S. Map" from WetPaint™ ©1986 Duh!-Click Software, Inc.
Many thanks to Pete Hoffman, Eric Hoffman and John Fish for this fine contribution.

13 Original States Information Gap

All levels

Find these states on your map.
Then, tell your partner where they are.
Your partner will tell you the names of the
other states.

Group B



"Big U.S. Map" from WestPaint™ © 1986 Dubl-Click Software, Inc.
Many thanks to Pete Hoffman, Eric Hoffman and John Fish for this fine contribution.

History of Immigration Law Information Gap*
Teacher Information Sheet

Intermediate Level

When?	What law?	Why?
1882	The Chinese Exclusion Act	to stop Chinese from coming to the U.S.
1907	President Theodore Roosevelt's "Gentlemen's Agreement".	to prevent Japanese workers coming to the U.S.
1917	The Literacy Test Act	to prohibit people who could not read or write from coming to the U.S.
1924	Two Immigration Acts	to let different numbers of people in for each country (quota system) and to stop all Asians from coming here.
1952	The McCarran-Walter Act	Asians can come but it is more difficult for non-Europeans.
1953	The Refugee Relief Act	to allow 200,000 refugees in that could not come in through the quota system.
1965	An Immigration Act	to let immigrants in by the area they come from instead of the country (100,000 per year from the Western Hemisphere and 170,000 from the rest of the world).
1986	The Immigration Reform Control Act	to give amnesty to many undocumented aliens and to let them legalize their status. Employers who hire employees without work authorization can get in trouble.

*Adapted from English Through Citizenship, Intermediate Level A, pp. 40, by Elaine Kirn, Delta Systems Publishers.

Immigration Law Information Gap**Intermediate Level**Partner A*

When?	What law?	Why?
1882		to stop Chinese from coming to the U.S.
1907	President Theodore Roosevelt's "Gentlemen's Agreement".	to prevent Japanese workers coming to the U.S.
1917	The Literacy Test Act	
1924	Two Immigration Acts	to let different numbers of people in for each country (quota system) and to stop all Asians from coming here.
1952		Asians can come but it is more difficult for non-Europeans.
1953	The Refugee Relief Act	to allow 200,000 refugees in that could not come in through the quota system.
1965	An Immigration Act	
1986	The Immigration Reform Control Act	to give amnesty to many undocumented aliens and to let them legalize their status. Employers who hire employees without work authorization can get in trouble.

*Adapted from English Through Citizenship, Intermediate Level A, pp. 40, by Elaine Kirn, Delta Systems Publishers.

Immigration Law Information Gap**Intermediate Level**Partner B*

When?	What law?	Why?
1882	The Chinese Exclusion Act	to stop Chinese from coming to the U.S.
1907	President Theodore Roosevelt's "Gentlemen's Agreement".	_____
1917	The Literacy Test Act	to prohibit people who could not read or write from coming to the U.S.
_____	Two Immigration Acts	to let different numbers of people in for each country (quota system) and to stop all Asians from coming here.
1952	The McCarran-Walter Act	Asians can come but it is more difficult for non-Europeans.
1953	_____	to allow 200,000 refugees in that could not come in through the quota system.
1965	An Immigration Act	to let immigrants in by the area they come from instead of the country (100,000 per year from the Western Hemisphere and 170,000 from the rest of the world).
1986	_____	to give amnesty to many undocumented aliens and to let them legalize their status. Employers who hire employees without work authorization can get in trouble.

*Adapted from English Through Citizenship, Intermediate Level A, pp. 40, by Elaine Kirn, Delta Systems Publishers.

What are strip stories? In strip stories, each student in a group of 4 or 5 has one or two strips of paper with one line of story (more advanced students can have two strips). Students are asked to memorize their strips and to work together to reassemble the story in logical sequence. More beginning students or nonliterate students can share a sentence with a more advanced student.

Procedure:

1. Hand out the sentence strips. Give the more difficult or longer sentences to more advanced students.
2. When each student has a strip with a sentence, ask them to memorize that sentence, but not to write anything. Tell students they don't have to memorize every word; the facts are more important to memorize than the grammar.
3. Offer pronunciation or vocabulary help to those students who want it; write words they ask about on the blackboard.
4. Ask all students to help define the vocabulary on the blackboard.
5. After the students know their sentences, collect the strips.
6. Explain that each student knows a part of the story. Students will share their information to put the story back together. Tell students that if they can't remember their part of the story they can come to you and look at the strip again.
7. The first time you do this kind of activity, expect some confusion, but give the group time to figure out strategies for solving the problem. Instead of trying to clear up confusion, encourage students to repeat their sentence. If students can't understand a student's pronunciation of one or more words, tell them that they don't have to understand every word. One or two students will eventually take over as leaders. Resist as much as you can the impulse to intervene.
8. **Whole group activity.** Have students come together as a whole group. They will dictate to you or to another student the story in correct sequence. Write the sentences on the board *exactly as they are dictated*. Look at the final product. Ask students if they want to change or correct anything.
9. Give students their original strips. Ask them to compare the strips with the sentences on the board. Let them make any final corrections.

(For a more complete description of the activity and additional strip stories, see *Talk-a-Tivities*, Richard Yorkey. 1985; Addison-Wesley Publishing Company. Reading, Mass.)

Immigration History Strip Story*

Intermediate Level

(Teacher's note: Cut up the strips along the lines below.)

The first Americans came across a land bridge from Asia to Alaska between 12,000 and 25,000 years ago. They are the Native Americans.

The English, the Spanish, and Protestants from many European countries came next during the 1600's to the 1700's.

Slave traders brought Black Africans to work on plantations from the 1600's to the 1800's.

About 3.5 million poor Irish Catholics and many Germans came from 1820 to 1880.

Many Chinese arrived to work on the railroad during the Gold Rush**. From 1880 to 1930 twenty-five million Europeans immigrated during the "Great Migration".

After World War II thousands of refugees came to the U.S. Now most immigrants are from Asian and Latin American countries.

*Adapted from English Through Citizenship, Intermediate Level A, pp. 37-38, by Elaine Kirn, Delta Systems Publishers.

**Teacher's Note: About 100,000 Chinese came during 1850 to 1870.

Cooperative "Jigsaw" Reading: Teacher's Guide

Intermediate Level

In "Jigsaw" reading activities, students work cooperatively to piece together the meaning of the story.

- 1) Begin by dividing up a story or dialogue into three or four logical parts that can more or less stand alone.
- 2) Elicit from the class as a whole and write on the blackboard what they already know about the topic of the reading. This will bring out the key vocabulary and concepts. Fill in the details where necessary.
- 3) Explain to the class that they will help each other to understand the story.
- 4) Divide the class into three to four groups. Give each group a different part of the story. Members of each group will read their part, work out the vocabulary and meaning, and practice retelling their part of the story to each other.
- 5) After ten minutes when each of the groups understands their part well, rearrange the groups: each new group should be made up of one member from each of the original groups.
- 6) The task is for each member of the new group to tell his/her part of the story and/or answer questions provided after the reading (see attached) that pertain to their part of the reading. The new group now has all the information it needs to reconstruct the whole story.
- 7) Give out copies of the entire story for students to read as a final activity.

The Story of the Pilgrims and Native Americans*

Cooperative Jigsaw Reading

Intermediate Level

The Pilgrims lived in England. The King of England wanted everyone to practice *his* religion. The Pilgrims wanted to practice *their* religion. The Pilgrims went to Holland. In Holland they could practice their religion. But they felt like foreigners, and they went back to England.

They decided to go to Virginia. In Virginia they could have *freedom of religion*. In Virginia they could be with other English people. They left Plymouth, England on September 16, 1620, on the ship *The Mayflower*.

But they didn't arrive in Virginia. *The Mayflower* went north. They landed in the area of Massachusetts on December 26, 1620. We call this place "Plymouth Rock." Before they left the ship, all the men, both servants and freemen (but not the women) signed an agreement setting down rules that they would live by. This was the first time that a government was established by voluntary agreement. They called this agreement *The Mayflower Compact*.

It was too late to plant food before winter. They didn't bring much with them, not even butter or oil. They didn't have heavy clothes. It was a long winter. They called it the "Time of Death." Many pilgrims died from hunger and cold. When spring came, more than half of the original pilgrims were dead.

The Pilgrims were not alone in their new land. They saw the Native Americans, but they didn't speak to them. In the spring, the Pilgrims were having a meeting. One of the Native Americans walked into the meeting. He said, "Hello," in English. "I am Samoset," he told them. They were surprised that he spoke English. He said he learned from the men on the English fishing ships. The next day, he came back with his friend Squanto. Squanto spoke English, because the English captured him and took him to England in 1616. While Squanto was in England, his tribe caught a plague from the English. They all died. The English brought him back to America. He joined Massasoit and his tribe.

Samoset and Squanto introduced the Pilgrims to Massasoit. Massasoit was the most powerful Indian leader in the area. Massasoit's people helped the Pilgrims. They showed them how to plant beans, corn, and pumpkins. Massasoit showed them how to trap deer and how to make syrup from the Maple trees.

At the end of the first year, the Pilgrims had food and a place to live. They wanted to give thanks to God for all they had. They owed very much to the Native Americans. They made a feast for the Indians. They prepared deer, geese and wild turkey. They ate corn and beans. The feast lasted for three days. This is the story of the first Thanksgiving Day.

*Adapted from *United States History, Vol. 1 1620-1900*, Stephen Lewin. 1986; David Lake Publishers, Belmont, Ca.

The Story of the Pilgrims and the Native Americans
Jigsaw Reading Questions

Intermediate Level

1. What did they serve at the first Thanksgiving?
2. What was the name of the Pilgrim's ship?
3. How was the first winter in Massachusetts for the Pilgrims?
4. Why did the Pilgrims leave England?
5. Who was Massasoit?
6. How did the Native Americans help the Pilgrims?
7. Where did the Pilgrims want to go on the Mayflower? Where did they land?
8. What did the Pilgrims sign before they left the Mayflower? Did the women sign it?
9. Why did the Pilgrims leave Holland?
10. Why was Samoset important to the Native Americans and Pilgrims?
11. Did the Pilgrims help the Native Americans? How?
12. How do you think Native Americans feel now about the first Thanksgiving?
13. Do you think the Pilgrims learned the Native Americans' languages? Who do you think studied the other languages more: the Pilgrims or the Native Americans?
14. What happened to Squanto's tribe?

One-Question Interviews Teacher's Guide

All Levels

What is a One-Question Interview?

In a One-Question Interview each student chooses a question, which will be used to interview classmates. Students conduct the interviews and record their answers. **Because the students choose their question they have an investment in finding out other students' answers.** It's a lot of fun because the class can become the equivalent of a gaggle of reporters doing on-the-street-type interviews.

After the interviews, students can post their page of notes on the wall and/or report back on what they discovered. The one-question interview activity is an alternative to a whole class discussion or a debate. What is crucial is that, unlike debates or whole class discussions where more vocal students dominate, **it gets everyone talking.** Issues may emerge from a one-question interview activity that merit follow-up whole class debate or discussion.

How to Do One-Question Interviews

1. **Explain to students the one-question interview activity.**
2. **Introduce the specific topic of the interview questions** (your arrival in America, your experience with voting, your experience with government, etc.) **Ask students what questions they'd like to ask each other about this topic.** Write their questions on the board.
3. **Hand out the list of prepared questions.** Tell students to read the questions and circle two or three they would like to ask their classmates. Ask again if students have any questions they want to add. Ask students to write any student-generated questions not on the sheet at the bottom of the list.
4. **Write all the numbers of the questions on the blackboard.** **Ask students to tell you what question they'd like to interview fellow students on.** Hold up pieces of chalk and have students come up and put their initials next to the question they want to ask. You can have one student or more than one student per question. One student per question allows more questions to be put into circulation. One person can usually interview 5-10 people in 20-30 minutes; therefore, if two people have the same question, they will be able to interview different people in a group of 20.
5. Give students 10 minutes to think about how they will answer the questions when they are interviewed.
6. **Xerox the accompanying worksheet or ask students to take a blank sheet of paper.** They should write their question at the top of the paper. Below the question there should be two columns: one is optional for the interviewee's name (**names are optional since students may want to keep their opinions anonymous**); the other column is for their answer.

7. Give students they will have 30 minutes or so to interview and be interviewed. The interviewer should record short notes on each student's answer. Tell them to write clearly, because students will later read their notes, and they will need to report on what they learned. You may want to space the interviewing out over a couple classes so that each student will have an opportunity to interview as many people as possible.
8. **Model the activity.** Ask for two student volunteers. Ask the volunteers which questions they chose, and write them at the top of two big boxes you draw on the board. Let the students ask each other their questions and ask them to put the name of the student they interview (if the student approves), and short notes on the answers in their respective blackboard boxes.
9. **Ask everyone to stand.** This is very important because if everyone is standing they are more mobile and will tend to ask their question to more people. It also creates a more informal and natural conversational atmosphere than students sitting at desks.
10. **Give students 30 to 45 minutes to mill and interview.** As mentioned before, it often works better to space the interviewing over a couple of classes.
11. When students are finished **tape their notes to the walls.** Arrange them so there is lots of space between them. Students walk around and look at the comments on the sheets.
12. Let students browse for a while (10-15 minutes). Tell students they are going to talk about what surprised them about their answers or to summarize what they learned. Write on the board phrases like "The main thing I learned was ...", "One interesting answer was ...", "Most people said that..." Stress that the confidentiality of students' answers should be respected.
13. **Put people in small groups to report on their answers.** Lively discussions will probably ensue. The reporting and discussion process may take portions of a couple class periods.

Students' One-Question Interview Notes

Name: _____

My Question: _____

Name and Country	Notes on Answer

Thanksgiving Day One-Question Interview

Intermediate Level

1. What do you plan to do on Thanksgiving?
2. Will you have company on Thanksgiving?
3. Will you visit someone on Thanksgiving?
4. What will you cook on Thanksgiving?
5. Do you like turkey?
6. What is your favorite food?
7. Do you have a holiday like Thanksgiving in your country?
8. What kinds of foods do you eat on holidays in your country?
9. What is your favorite U.S. holiday?
10. What is your favorite holiday in your country?
11. What are you most thankful for?

What is a peer test? In this activity the students each choose a question to ask their peers. They circulate around the room asking the question and telling the correct answer, if necessary.

Procedure for Peer Testing

1. Hand out copies of the peer test questions. Ask students to read the questions silently.
2. Put students in pairs and ask them to take turns asking all the questions and discussing the answers. Do an example: one student asks number 1 to his partner; she answers and they discuss the answer; she asks number 2 and he answers, etc.
3. Ask students to each choose one of the questions they would like to ask their classmates. If students want to make up a different question related to the unit they can do this also.
4. Write just the numbers of the questions on the board. Ask students to tell you which questions they want to ask. As the questions are chosen, circle the questions and write the name of the questioner. Depending on the size of your class, you can have one or two students per question. If students make new questions, ask students to write them at the bottom of their question sheets.
5. Tell students that you have the answers and that if they are unsure about the answer to their question that they should ask you.
6. Hand out copies of the attached "Students' Peer Test Response Sheet". Tell students to write their question and answer at the top.
7. Tell students that they should ask their question to at least ten people. If the person gives the wrong answer, they should find out the correct answer from classmates and try again. Then the student asking the question can write the student's name and country on their response sheet. Filling in the response sheet gives them practice asking and answering information questions and helps them keep track of who they have asked.
8. Model the activity. Ask for two volunteers to come to the front of the room and ask their questions and write in their names and countries. Encourage students to ask for spelling of their classmates' names.
9. Ask all students to stand up, circulate, and ask their questions. Insisting that all students get on their feet and talk will help re-invigorate students even after spending a long day at work.
10. After 15 minutes, ask students how many students they have talked to. Give them five more minutes and then ask the class which question seemed difficult and easy.

Student's Peer Test Response Sheet

My Test Question: _____

The Answer: _____

Who did you ask?

Name	Country
-------------	----------------

1.	
----	--

2.	
----	--

3.	
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4.	
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5.	
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6.	
----	--

7.	
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8.	
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9.	
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10.	
-----	--

Thanksgiving Day Quiz

1. Where did the Pilgrims come from?
2. Why did the Pilgrims come to America?
3. What year did the Pilgrims come to America?
4. Point to the place on the map where the Pilgrims landed.
5. Who were the first Americans?
6. How did the Native Americans help the Pilgrims?
7. Tell the story of the first Thanksgiving.
7. Show where the 13 original colonies are on the map. Name four of them.



Taxonomy of Books That Can be Used for Thanksgiving

Title	Page	Contents
<i>American Holidays</i> Pro Lingua Associates	78	"Traditions and Customs"
<i>Amnesty: A Real-Life Approach</i> Steck-Vaughn	50	Thanksgiving Day
<i>Highlights of American History</i> (Book One: Before 1850) Janus Book Publishers	19	"Fighting on the Mayflower"
<i>Language Development Through Content</i> <i>America: The Early Years</i> Addison-Wesley Publishing	56	Plymouth Colony; Thanksgiving; Family Recipes; Massasoit; Anne Hutchinson
<i>Look at the U.S.</i> (Literacy Level)	16	Thanksgiving Day The Pilgrims
<i>Look at the U.S.</i> (Book 1)	11	Jamestown and Plymouth Colonies
<i>United States History</i> (Volume I, 1620-1900) Fearon Education	3	Chapter 1 "The Search for Freedom"

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